

Pupil Development Grant

This statement details our school's use of the PDG for the 2024 to 2025 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Gowerton
Number of learners in school	1137
Proportion (%) of PDG eligible learners	19.6%
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kathleen Lawlor
PDG Lead	Lesley Griffiths
Governor Lead	Mr Morrison Frew

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£227,486
School budget contribution	£19,314
Total budget for this academic year	£246,800

Part A: Strategy Plan

Statement of intent

Poverty remains a significant challenge for many pupils in Wales. It impacts not only the academic performance of young people but also their mental health, access to opportunities, and future prospects. The school will use the Pupil Development Grant funding to address these barriers at by implementing strategies to ensure that all students at Gowerton, regardless of their socioeconomic background, have the support they need to thrive in education and beyond.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching & Learning	Ensure that all pupils at Gowerton achieve their full academic potential. Reduce the margin between eFSM and non-eFSM results at KS4
Community Focused Schools	Continue to engage parents and strengthen relationship between school and home to ensure that all pupils have support that's needed. Improved attendance for eFSM pupils
Health & Wellbeing	Improve the mental and physical well-being of pupils adversely affected by poverty.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Learning and teaching

Budgeted cost: £54,000

Activity	Evidence that supports this approach
Catch up programmes in place	Academic tracking of target pupils/groups Provision of after school homework club

for pupils fall behind due to the effects of poverty	<p>One to one or small group mentoring sessions</p> <p>Online resources available for pupils who have low attendance</p>
Access to essential academic resources	<p>Ensure all pupils have access to essential classroom resources eg. Stationary, subject specific equipment</p> <p>Ensure ingredients are readily available for F&N and H&S pupils who may not be able to bring their own</p> <p>Ensure all pupils have access to a digital device – school loan of chromebook/laptop to pupils adversely affected by poverty.</p>
Extra-curricular opportunities	<p>Educational trips are provided for free or subsidised for those pupils who are eFSM or from low income families.</p> <p>DofE programme available at no charge or subsidised to those pupils who are unable to financially contribute.</p> <p>Free transport to sporting fixtures for all pupils</p>

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £125,800

Activity	Evidence that supports this approach
Engagement of families – Family Liaison Officer	<ul style="list-style-type: none"> Actively involve parents/carers in their child’s education through regular communication, parent-teacher meetings, and school events. Ensure that parents from low-income backgrounds are not excluded from these opportunities due to financial barriers or scheduling conflicts. Offer parenting workshops on supporting children with schoolwork, managing household stress, and accessing additional support services. Improved attendance of eFSM pupils through rigorous tracking and work with EWO
Community Partnerships	<ul style="list-style-type: none"> Collaborate with local businesses, charities, and community groups to provide additional resources and opportunities for students. This can include donations of school supplies, volunteer mentoring, and funding for extracurricular activities.

	<ul style="list-style-type: none"> • Work with the LA to support students' transport needs where access to school may be difficult for pupils from low-income families.
Uniform & essentials	<ul style="list-style-type: none"> • Termly 'pre-loved' uniform events for parents/carers. • Always available - provision of second hand uniform/PE kit, school bags, toiletries and other essentials

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £67,000

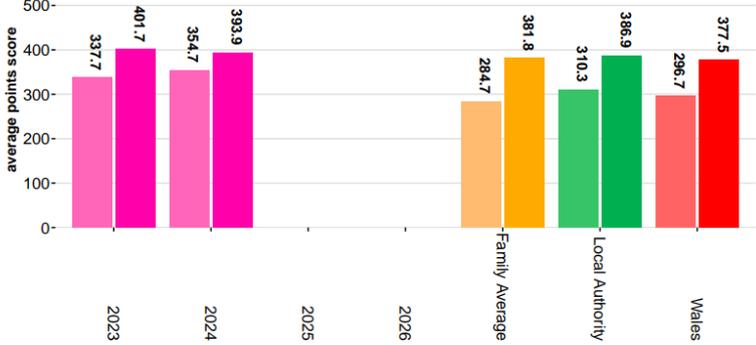
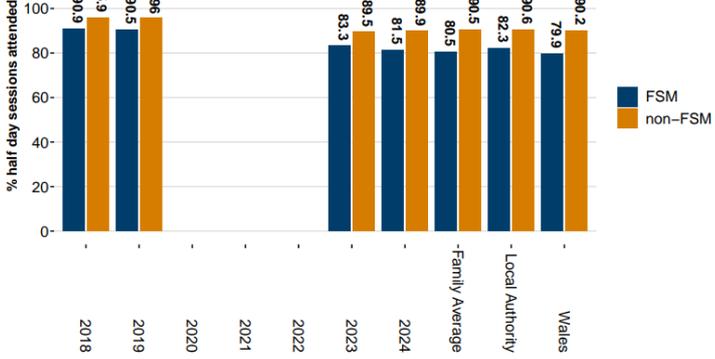
Activity	Evidence that supports this approach
Dedicated support services	<ul style="list-style-type: none"> • Trained counsellors available to offer emotional support to pupils who are experiencing stress or anxiety related to poverty. • Gofal pastoral staff offer intervention and support that focuses on building resilience, self-care, and coping strategies for pupils who may be dealing with difficult circumstances at home.
Well-being Activities	<ul style="list-style-type: none"> • Develop regular well-being activities, such as mindfulness sessions, stress management workshops, and physical activities that promote healthy lifestyles and emotional stability. • Ensure pupils know who they can talk to for support and guidance.
Careers and post 16	<ul style="list-style-type: none"> • Provide work experience placements with local employers, focusing on students from low-income backgrounds to broaden their understanding of career possibilities and professional environments.

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

Activity	Impact																																	
<p>Increased vocational options at KS4</p> <p>Tracking of target groups (use of ALPS)</p>	<p>'Construction' has been introduced for September 2024.</p> <p>Improved APS for eFSM pupils compared to 2022/23 figures and above LA and Wales</p> <p>Chart 1.1f - FSM/non-FSM trend - average points score</p>  <table border="1"> <caption>Data for Chart 1.1f: Average points score</caption> <thead> <tr> <th>Year</th> <th>FSM (Left bar)</th> <th>Non-FSM (Right bar)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>337.7</td> <td>401.7</td> </tr> <tr> <td>2024</td> <td>354.7</td> <td>393.9</td> </tr> <tr> <td>Family Average</td> <td>284.7</td> <td>381.8</td> </tr> <tr> <td>Local Authority</td> <td>310.3</td> <td>386.9</td> </tr> <tr> <td>Wales</td> <td>296.7</td> <td>377.5</td> </tr> </tbody> </table> <p>Left bar = FSM Right bar = Non-FSM</p>	Year	FSM (Left bar)	Non-FSM (Right bar)	2023	337.7	401.7	2024	354.7	393.9	Family Average	284.7	381.8	Local Authority	310.3	386.9	Wales	296.7	377.5															
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<p>Family Liaison Officer intervention</p> <p>Attendance Tracking</p>	<p>Rigorous attendance tracking and work of FLO has ensured our attendance of eFSM pupils is higher than Wales average, however attendance remains lower than pre-covid and is Whole School target for the year 2024/25.</p> <p>1.3 Attendance by FSM</p> <p>Chart 1.3a - FSM/non-FSM trend - % half day sessions attended</p>  <table border="1"> <caption>Data for Chart 1.3a: % half day sessions attended</caption> <thead> <tr> <th>Year</th> <th>FSM (%)</th> <th>non-FSM (%)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>90.9</td> <td>95.9</td> </tr> <tr> <td>2019</td> <td>90.5</td> <td>96</td> </tr> <tr> <td>2020</td> <td>-</td> <td>-</td> </tr> <tr> <td>2021</td> <td>-</td> <td>-</td> </tr> <tr> <td>2022</td> <td>-</td> <td>-</td> </tr> <tr> <td>2023</td> <td>83.3</td> <td>89.5</td> </tr> <tr> <td>2024</td> <td>81.5</td> <td>89.9</td> </tr> <tr> <td>Family Average</td> <td>80.5</td> <td>90.5</td> </tr> <tr> <td>Local Authority</td> <td>82.3</td> <td>90.6</td> </tr> <tr> <td>Wales</td> <td>79.9</td> <td>90.2</td> </tr> </tbody> </table>	Year	FSM (%)	non-FSM (%)	2018	90.9	95.9	2019	90.5	96	2020	-	-	2021	-	-	2022	-	-	2023	83.3	89.5	2024	81.5	89.9	Family Average	80.5	90.5	Local Authority	82.3	90.6	Wales	79.9	90.2
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Behaviour Support	Recruitment of second BSO has enabled the 'Ready to Learn' provision to offer a wider range of in-house interventions. As a result, fixed term exclusions decreased by 23.5% compared to 2023/24.
Social and emotional wellbeing support	Tracking has ensured a more targeted approach to support this year. The school has completed has also signed up to the Whole School Approach to Emotional and Mental Well-being Assessment tool to ensure pupil feedback informs interventions and support programmes. Gofal also provides support to Young Carers.
PSHE sessions / outside provider presentations	Gofal staff link in with PSE coordinator to ensure that PSE lessons cover themes where there is evidence of need.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider

Further information (optional)

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