

# Pupil Development Grant School Statement

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

It outlines our strategy and how we intend to spend the funding in this academic year.

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	Monmouth Comprehensive School
Number of learners in school	1381
Proportion (%) of PDG eligible learners	11%
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Hugo Hutchison
PDG Lead	Christian Hampshire
Governor Lead	

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£184,912
<b>Total budget for this academic year</b>	<b>£184, 912</b>

## Part A: Strategy Plan

### Statement of intent

The Pupil Development Grant (PDG) is designed to support the improvement of provision and outcomes for students eligible for free school meals and looked after children. The PDG is intended to help overcome this additional barrier which prevents students from disadvantaged backgrounds from achieving their potential.

At MCS we want to improve, in particular, both the attendance and attainment of students in receipt of free school meals. We will provide them with greater support whilst in school both from a pastoral and academic perspective.

### 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
<p>Wellbeing Intervention Officer</p> <p>To provide mentoring, monitoring, support and engagement opportunities to our most vulnerable learners. Work within our wellbeing and inclusion team to provide pastoral, organisation, health and well-being support. Supports Heads of Year and Assistant Headteachers to focus on the learning and progress of each Year Group.</p>	<p>Mentoring and support improves engagement of identified students in learning and school life. Bespoke curriculum and pathways provide each student with the opportunity to succeed. Nearly all students are able to successfully move onto their next pathway at 16 with a suitable set of outcomes. Attendance for all, particularly eFSM improves, gap to whole-school attendance reduces and number of PNA reduces.</p>
<p>Family Liaison Officer.</p> <p>To provide mentoring, monitoring, support and engagement opportunities to our most vulnerable learners and their families. Work within our wellbeing and inclusion team to provide pastoral, safe guarding, health and well being support. Liaise with outside agencies to ensure continuity of support.</p>	<p>To reduce the barriers to being in school and therefore to engage more successfully in all aspects of learning both in classrooms and within the school community. To ensure that all students achieve their potential and can move successfully onto their next pathway. Families are engaged more effectively to support their children. Attendance for all, particularly eFSM improves, gap to whole-school attendance reduces and number of PNA reduces.</p>
<p>Pastoral Support Officers to work with vulnerable students in specific year groups, supporting them to engage successfully in learning and life both in and out of school.</p>	<p>Students engage appropriately both within lessons and across the wider school community. Attendance both to school and to lessons during the day improves. Progress and attainment of vulnerable students improves. Families are involved more fully in supporting their child to engage in school.</p>

Teaching Assistant Literacy - To support identified students with basic literacy skills across Key Stages 3 and 4, providing both in class and small group support and intervention	Improved outcomes for students within the NRT assessments at KS3, particularly eFSM students, reducing the gap with the whole cohort. Improved outcomes in GCSE English Language.
Teaching Assistant Numeracy - To support identified students with basic numeracy skills across Key Stages 3 and 4, providing both in class and small group support and intervention.	Improved outcomes for L5+ Maths in KS3, particularly eFSM students. Close the gap between eFSM and non eFSM in KS4 Numeracy and Maths.

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

### Learning and teaching

Budgeted cost: £ 56'850

Activity	Evidence that supports this approach
Teaching Assistant Literacy support	Sutton Trust (Closing the attainment gap 2024)/EEF tool kit.
Teaching Assistant Numeracy support	Sutton Trust (Closing the attainment gap 2024)/EEF tool kit.

**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: £147,726

Activity	Evidence that supports this approach
Family Support Worker.	EEF tool Kit
Well Being Intervention.	EEF tool kit
2 Pastoral Support Workers.	EEF tool kit