



## Llangatwg Community School

### Pupil Development Grant (PDG) Strategy Statement

*This statement details our school's use of the PDG for the 2025 to 2026 academic year.*

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

#### School Overview

Number of pupils in school	782
Proportion (%) of PDG eligible pupils	25.5%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs. Lauren Mackie {Headteacher}
PDG Lead	Mr. Scott Barnes [Assistant Headteacher]
Governor Lead	Mr. David Williams {Chair of Governors}

## **Funding Overview**

**PDG funding allocation 2025/26: £246,100**

## **Strategy Plan**

### **Statement of Intent**

At Llangatwg Community School, we are committed to fostering a culture of learning that is inclusive, aspirational, and community-driven. We celebrate and promote learning for all, working collaboratively to achieve excellence. Our aim is to empower learners to become:

- Ambitious and capable individuals
- Enterprising and creative contributors
- Healthy and confident citizens
- Ethical and informed members of society

The strategic use of the Pupil Development Grant (PDG) underpins these goals by:

- Ensuring equity and inclusion for all learners
- Expanding access to enriched learning experiences
- Enhancing pupil wellbeing
- Creating fully inclusive learning environments that support every learner to thrive

**The School Development Priorities for 2025/26 are as follows:**

### Theme 1: Learning, teaching and assessment

**Lead:** RS/KH/PS

**Collaborators:** Curriculum Leaders/all teachers/support staff

**Link Governor(s):** Sarah Harwood (LLC), Phil Rogers (Maths), Katherine Dilks (Humanities), Marcus Davies (Science and Tech), Alison Totterdale (Expressive Arts), David Williams (Health and Wellbeing)

**Objective 1a:** Improve the quality and consistency of teaching across all Areas of Learning and Experience.

**Objective 1b:** Improve the quality and consistency of assessment across all Areas of Learning and Experience.

### Theme 2: Attendance

**Lead:** WJ/RH

**Collaborators:** JE, SB, Year Leaders/Assistant Year Leaders/Form Tutors

**Link Governor(s):** Emrys Elias

**Objective 2:** Improve the attendance of all groups of learners.

### Theme 3: Leadership and Management

**Lead:** LM

**Collaborators:** Leadership Team/Middle Leaders

**Link Governor(s):** Elliot Sumpter-Browning

**Objective 3a:** Clarify and define the roles and responsibilities of school leaders to establish clear lines of accountability across all areas of the school.

**Objective 3b:** Enhance the clarity and effectiveness of the school's improvement planning by ensuring that goals are well-defined, evidence-informed, and strategically aligned to improve pupil learning and outcomes.

**Objective 3c:** To lead the strategic development of the new school build to ensure it enhances the learning environment, supports long-term school improvement, and is delivered with minimal disruption to teaching and learning.

This plan includes two types of task:

- 1 Those that have been explicitly mapped into the 2025-6 School Development Plan (each has a reference which links to the relevant part of the plan)
- 2 Tasks that are unique to the PDG plan



## Pupil Deprivation Grant links with School Development Plan

### 1a.1

Key Initiative	Success Criteria	Timeline
<b>Establish and embed a consistent and effective classroom routine across all lessons (including form time) to improve pupil engagement and learning outcomes.</b>	Equipment stations set up in all classrooms to ensure <i>all</i> pupils have access to basic classroom equipment to support their learning.	Sept 2025
<b>Resource allocation: equipment stations</b>		<b>£2000</b>

### 1a.3

Key Initiative	Success Criteria	Timeline
Implement and evaluate an inclusive learning model whereby the needs of all learners are supported.	<ul style="list-style-type: none"><li>• Staff confidently apply inclusive strategies that set high expectations for all learners, including those disadvantaged by poverty and those with ALN.</li><li>• Professional development sessions are well-attended and positively evaluated by staff.</li></ul>	Sep 25 – Jul 26



	<ul style="list-style-type: none"> <li>• Staff demonstrate increased awareness of unconscious bias and actively reflect on their practice.</li> <li>• Pupil engagement, progress, and aspiration improve across targeted.</li> </ul>	
<b>Resource allocation: extra staffing and resources</b>		<b>£50000</b>

### 1a.7

<b>Key Initiative</b>	<b>Success Criteria</b>	<b>Timeline</b>
Develop a whole-school approach to improving pupils' writing across the curriculum.	<ul style="list-style-type: none"> <li>• Key writing challenges (e.g. structure, clarity, use of evidence) are identified and documented across subjects.</li> <li>• Subject-specific writing issues are shared with departments and used to inform planning.</li> <li>• Literacy Coordinator identifies and categorises</li> </ul>	Sep 25 – July 26



	<p>common question types (e.g. <i>evaluate, analyse, explain, to what extent</i>) across subjects.</p> <ul style="list-style-type: none"><li>• Writing frames and scaffolds are developed for each question type and shared with staff.</li><li>• Literacy-rich departments integrate writing frames into schemes of learning and lesson planning.</li><li>• Work scrutiny demonstrates increased use of structured writing approaches in response to these question types.</li><li>• Best practice in writing instruction is identified in English and Geography and documented as case studies or exemplars.</li><li>• At least two professional learning sessions</li></ul>	
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	<p>are delivered to staff on “What does good writing look like?” across subjects.</p> <ul style="list-style-type: none"><li>● Staff confidence in teaching writing improves, measured through post-training feedback (target: 85% positive response).</li><li>● Departments begin to adopt shared language and expectations around writing quality.</li><li>● Departments collaborate to produce model answers for key question types in their subject areas.</li><li>● Slow writing technique is introduced in literacy-rich departments, with clear guidance and examples.</li></ul>	
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	<ul style="list-style-type: none"> <li>• Pupils demonstrate improved writing quality and structure in assessed work, evidenced through moderation and work scrutiny.</li> <li>• Termly review meetings with Literacy Coordinator and Line Manager to assess progress against criteria.</li> <li>• Impact measured through improvements in writing-related assessment outcomes and internal tracking.</li> </ul>	
<b>Resource allocation: extra staffing, resources and training</b>		<b>£25100</b>

**1a.8**

Key Initiative	Success Criteria	Timeline
<b>Enhance authentic learning opportunities in targeted areas across the curriculum (Humanities, Science and Tech, Maths).</b>	<ul style="list-style-type: none"> <li>• Students take part in at least one project per year that involves an external audience, expert</li> </ul>	Jan – Jul 26





	<p>feedback, or a community issue.</p> <ul style="list-style-type: none"> <li>• Students engage in off-site learning experiences or fieldwork that connects directly with curriculum content and real-world issues.</li> </ul>	
<p><b>Resource allocation: to support learning focused trips and visits as part of the new curriculum offer for those pupils who are eligible for free school meals</b></p>		<p><b>£25000</b></p>

1b.1

Key Initiative	Success Criteria	Timeline
<p><b>Establish and embed a consistent feedback policy that allows both learners and teachers to understand the progress made in lessons.</b></p>	<ul style="list-style-type: none"> <li>• Feedback policy amended to provide greater clarity on feedback expectations.</li> <li>• Staff receive training on effective feedback strategies (using ADDs).</li> <li>• All staff implement feedback policy</li> </ul>	<p>Jan – Jul 26</p>



	<p>consistently across all AOLEs</p> <ul style="list-style-type: none"><li>● Learners receive regular, timely and constructive feedback that identifies strengths and next steps.</li><li>● Learners can articulate how feedback helps them improve their work.</li><li>● AOLEs use effective and appropriate assessments opportunities to allow teachers to provide high quality feedback.</li><li>● Lesson observations and book scrutinies show an improvement in the feedback provided by AOLEs.</li><li>● Pupil voice activities demonstrate learners understand and act upon feedback given.</li></ul>	
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	<p>attendance data for their classes.</p> <ul style="list-style-type: none"><li>● Evidence from learning walks shows that Form Tutors routinely discuss attendance with pupils during form time.</li><li>● Staff survey or feedback shows at least 90% feel confident in their role in promoting attendance.</li><li>● All eligible cases receive timely penalty notices or EWO referrals in line with policy.</li><li>● 100% of attendance actions (e.g. letters, meetings, referrals) are logged and monitored through the school's tracking system.</li><li>● Half-termly attendance reviews show no significant delays or inconsistencies</li></ul>	<p>Sep 25 – Jul 26</p> <p>Spring Term</p> <p>Sep 25 – Jul 26</p> <p>Sep 25 – Jul 26</p> <p>Sep 25 – Jul 26</p>
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	in the application of attendance sanctions.	
<b>Resource allocation: to fund Attendance Officer role</b>		<b>£33000</b>

### 2.3

<b>Key Initiative</b>	<b>Success Criteria</b>	<b>Timeline</b>
<b>Improve attendance and engagement in school through positive incentives and recognition.</b>	<ul style="list-style-type: none"><li>• Attendance reward systems are reviewed and enhanced, incorporating feedback from the School Council.</li><li>• Regular attendance awards are given weekly/monthly for individuals and groups with high attendance.</li><li>• Visible tracking boards display attendance achievements prominently.</li></ul>	



	<ul style="list-style-type: none"> <li>• Increase in percentage of learners achieving 95%+ attendance by 15% within a year.</li> <li>• Attendance recognition is included in school assemblies and newsletters.</li> <li>• Learners report feeling motivated and valued for good attendance in focus groups.</li> </ul>	
<b>Resource allocation:</b>		<b>£5000</b>

**2.4**

<b>Key Initiative</b>	<b>Success Criteria</b>	<b>Timeline</b>
<p><b>Strengthen communication and partnership with families and all stakeholders.</b></p>	<ul style="list-style-type: none"> <li>• Clear and timely communications using a range of channels (newsletters, website, texts, ClassCharts) are sent to parents/carers about attendance expectations and</li> </ul>	<p>Oct 25 – April 26</p>



	<p>concerns.</p> <ul style="list-style-type: none"><li>● 100% of families receive attendance updates each term via ClassCharts and termly RAG attendance report.</li><li>● Regular parent workshops or information sessions held to discuss the importance of attendance, including satellite parent/carer evenings in the community.</li><li>● Improved parent engagement in attendance meetings, with attendance rates at meetings increasing by 20%.</li><li>● Positive parent feedback collected about communication</li></ul>	
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	<p>effectiveness and school support.</p> <ul style="list-style-type: none"> <li>• SDP targets are shared with governors; the inclusion sub-committee meets regularly and is provided with regular attendance updates.</li> </ul>	
<b>Resource allocation: to support funding satellite parent/carer evenings.</b>		<b>£2000</b>

## 2.5

Key Initiative	Success Criteria	Timeline
<p><b>Enhance the school environment to make attendance attractive, including the introduction of more lunch time clubs and enrichment activities during the school day.</b></p>	<ul style="list-style-type: none"> <li>• Student surveys indicate an increase in satisfaction with school climate and safety.</li> <li>• Implementation of engaging, varied curriculum and extracurricular activities linked to attendance.</li> <li>• Decrease in behavioural incidents that</li> </ul>	<p>Spring Term</p>





	<p>correlate with absenteeism over a term.</p> <ul style="list-style-type: none"> <li>• Increased participation rates in clubs, sports, and enrichment activities.</li> <li>• Observational reports show improved learner engagement during lessons and breaks.</li> </ul>	
<b>Resource allocation: to support additional activities.</b>		<b>£10000</b>

## 2.6

Key Initiative	Success Criteria	Timeline
<b>Targeted support for vulnerable groups.</b>	<ul style="list-style-type: none"> <li>• Attendance data disaggregated by group (e.g. ALN, EAL, FSM) is monitored monthly.</li> <li>• Tailored attendance support strategies developed for specific vulnerable groups including</li> </ul>	Oct – Dec 25



	<p>bespoke timetables, alternative education (including JAs) and PSPs.</p> <ul style="list-style-type: none"> <li>• Reduction in attendance gaps between vulnerable groups and whole-school average by 10%.</li> <li>• Collaboration with external agencies (counsellors, social workers) for aligned support.</li> <li>• Penalty notices and EWO referrals are issued timely and consistently when required.</li> </ul>	
<b>Resource allocation: to support bespoke timetables.</b>		<b>£15000</b>

**PDG Plan Specific tasks**

**PDG1**

Key Initiative	Success Criteria	Timeline
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<p><b>Further develop the pupil support centre (Enfys) in order to ensure that all pupils feel they have a safe place to go throughout the day should they have a concern/query.</b></p>	<ul style="list-style-type: none"> <li>• The centre is consistently staffed and visibly accessible throughout the school day.</li> <li>• Awareness of the centre increases through clear promotion in assemblies, signage, and tutor time.</li> </ul>	<p>Spring Term</p>
<p><b>Resource allocation:</b></p>		<p><b>£50,000</b></p>

**PDG 2**

Initiative	Success Criteria	Timeline
<p><b>To continue to work towards removing barriers for our disadvantaged pupils in terms of access to wider school opportunities, including through the introduction of a late bus.</b></p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are increasingly represented in enrichment activities, trips, and leadership roles.</li> <li>• Curriculum and support staff actively promote inclusive participation and provide tailored support where needed.</li> <li>• Families are aware of</li> </ul>	<p>Spring Term</p>



	<p>available opportunities and support, as evidenced through improved communication and uptake.</p> <ul style="list-style-type: none"> <li>Monitoring shows a reduction in participation gaps between disadvantaged pupils and their peers.</li> </ul>	
<b>Resource allocation: to support late bus costs</b>		<b>£7000</b>

**PDG 3**

Initiative	Success Criteria	Timeline
<p><b>To ensure all pupils have their basic needs met in school.</b></p>	<ul style="list-style-type: none"> <li>Pupils with unmet needs are identified early through pastoral systems, data, and staff referrals.</li> <li>Daily essentials—such as food, uniform, hygiene products, and emotional support—are readily available</li> </ul>	<p>Nov 25 – Jul 26</p>



	<p>through pupil support centre (Enfys)/Year Teams and accessed by pupils in need.</p> <ul style="list-style-type: none"><li>• Through training opportunities, staff consistently recognise and respond to signs of unmet needs with sensitivity and appropriate action.</li><li>• Through monitoring, pupil wellbeing and engagement data show positive trends, indicating improved support and reduced barriers to learning.</li></ul>	
<b>Resource allocation: to support breakfast scheme and resource bank form eFSM pupils.</b>		<b>£20000</b>