

## **PDG Impact Statement 2024–25**

During the 2024–25 academic year, the Pupil Development Grant (PDG) funding was used effectively to reduce the impact of disadvantage and ensure equitable opportunities for all eligible learners. The grant was mainly used to support additional staffing in all classes. Through targeted interventions, enhanced pastoral support and high-quality teaching strategies, most identified pupils (where comparable data is available), made expected or better-than-expected progress from their individual starting points, in line with their peers.

Investment in literacy and numeracy resources, including Bug Club and Spelling Shed, supported the development of key skills and enabled pupils to access personalised learning pathways. Staff continued to develop consistent approaches to raising standards through targeted interventions and regular monitoring of pupil progress, ensuring that support could be adapted promptly to meet individual needs.

The school's commitment to the Raising the Achievement of Disadvantaged Youngsters (RADY) principles strengthened equity across all areas of school life. Financial barriers were reduced through support with school activities, educational visits and resources, ensuring that disadvantaged pupils could participate fully in the wider curriculum alongside their peers.

Pastoral and wellbeing provision remained a significant strength. The Family Liaison Officer and staff provided timely support for families and pupils facing challenges, resulting in improved engagement and increased access to appropriate services (CAMHS Workshops). All families requiring support received assistance, helping to strengthen home-school relationships and improve pupil engagement with learning.

Targeted emotional wellbeing interventions delivered by trained staff, including ELSA support, enabled identified pupils to develop greater emotional resilience, confidence and self-regulation skills. In addition, the use of the Moodly wellbeing system where appropriate, allowed staff to monitor pupils' emotional wellbeing effectively and respond quickly where concerns were identified. Nearly all eligible pupils have accessed regular sensory circuit provision to ensure emotional regulation at the start of the day, to support their emotional readiness for learning.

Attendance and engagement remained a key focus throughout the year. Through close monitoring, family engagement and targeted support, disadvantaged learners were encouraged to attend school regularly and engage positively with learning opportunities. All eligible pupils requiring additional support through the ALNCo received appropriate intervention, ensuring barriers to learning were identified and addressed promptly.

Overall, PDG funding has had a positive impact on educational outcomes, wellbeing and inclusion. The school has successfully fostered a supportive environment in which disadvantaged learners can thrive academically, socially and emotionally, while continuing to work towards narrowing attainment and engagement gaps between eligible pupils and their peers.