

**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT 25-26**

This statement details our school’s use of the PDG for the 2025 to 2026 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.

**School Overview**

<b>Detail</b>	<b>Data</b>
School name	Eastern High School
Number of pupils in school	1176
Proportion (%) of PDG eligible pupils	53%
Date this statement was published	July 2025
Date on which it will be reviewed	January 2026
Statement authorised by	K. Adams
PDG Lead	K. Adams
Governor Lead	Gordon Plant

**Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£750,650
<b>Total budget for this academic year</b>	<b>£875,000</b>

## **Part A: Strategy Plan**

### ***Statement of Intent***

*Our Vision is for our students to “Flourish in Life”*

#### ***Our Purpose:***

*Eastern High provides highly effective teaching underpinned by positive relationships. We show resilience, respect and create a sense of belonging so that all in our community are able to Flourish in Life . As a campus we support our community members to access a range of education and learning. We deliver high quality teaching to meet the needs of all learners, supported by inclusive pastoral care, strong staff development and professionalism.*

***Our Values and ethos: Resilience, Respect, Belonging***

As per our school development plan there will be a strategic focus on:

- **Improving and Sustaining Meaningful and Effective Learning 2025-2026**
- **Improving and Sustaining Emotional Health and Wellbeing within our School Community 2025-2026**
- **Improving and Sustaining Meaningful and Effective Relationships 2025-2026**
- **Maintaining and Sustaining Effective use of our Resources 2025-2026**

### **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.**

<b>Intended outcome</b>	<b>Success criteria</b>
Ensure all FSM pupils make the expected levels of progress.	25% L2 incl Eng and Maths (< 26%)
FSM pupils attendance improves in line with targets	FSM 79.1% (> 77.2%)
FSM exclusions reduce	2 PEX 2024 4 PEX 2023

Relationships with families improve	Family liaison officer to work with hard to reach families and ABSA students
-------------------------------------	--

### **Activity in this academic year**

### **This details how we intend to spend our PDG this academic year (25/26) to address the challenges listed above.**

The School Development Plan places strong emphasis on developing essential skills, with a particular focus on literacy and numeracy. A central aim is to increase student achievement by enhancing the quality of teaching and learning, alongside a robust programme of continuing professional development (CPD) for staff. The recent appointment of an Associate Assistant Headteacher for Teaching and Learning, as well as a dedicated Staff CPD Coordinator, will spearhead progress in these areas.

Despite financial pressures, the school has preserved an additional non-contact lesson for teaching staff, providing valuable time for planning and differentiation to meet the diverse needs of all learners.

To reduce exclusions and improve budget efficiency, the school has invested in its own internal alternative provision. This approach not only supports students at risk of exclusion but also contributes to lowering the number of fixed-term and permanent exclusions, as well as reducing the number of young people not in education, employment, or training (NEET).

Recognising the link between emotional wellbeing and academic success, the school continues to employ specialist pastoral staff who support students facing social and emotional challenges. These staff help students develop self-regulation strategies and reintegrate into mainstream education. Staff also receive CPD focused on trauma-informed and restorative practices to foster positive relationships and a supportive learning environment.

School attendance has shown steady improvement thanks to increased investment in attendance and wellbeing teams, including enhanced safeguarding support. This expanded capacity allows for targeted interventions with students identified for attendance improvement. Persistent absenteeism is being addressed through the work of a Family Liaison Officer, who builds strong relationships with families and facilitates the reintegration of students following extended absences.

Additionally, funding allocated for alternative provision continues to be used strategically to prevent exclusions. By developing in-house solutions rather than relying on external providers, the school has achieved both financial savings and improved outcomes for students.

## Learning and Teaching

Budgeted cost: £330,000

Activity	Evidence that supports this approach
<b>Temporary Staff CPD Coordinator</b>	The Staff CPD Coordinator plays a key role in helping teachers grow professionally. They support staff in building new skills, keeping up with the latest teaching methods, and meeting professional standards — all of which lead to better outcomes for students and improved teaching and learning.
<b>Temporary appointment of literacy coordinator</b>	<p>Literacy underpins academic success across the curriculum. It enables pupils to access complex concepts, articulate their understanding with clarity, and retain key information. Strengthening literacy provision is therefore a strategic priority, as it directly influences attainment, engagement, and long-term outcomes.</p> <p>The needs to be a strategic lead within this area.</p>
<b>Specialist teachers within the Student Support Centre</b>	Students enrolled in this provision follow personalised timetables and benefit from focused support aimed at developing their social and emotional literacy. These interventions equip them with self-regulation strategies, enabling smoother integration into mainstream education.
<b>Increased teacher non-contact time</b>	Teaching staff are provided with an additional non-contact period to facilitate effective lesson planning and professional collaboration. This strategic allocation of time enables teachers to better address the diverse needs of all learners. Enhancing the quality of teaching remains the most significant factor in improving outcomes for pupils eligible for the Pupil Development Grant (PDG). Furthermore, this initiative contributes positively to staff wellbeing and morale.
<b>Librarian post</b>	Improving student literacy skills through the use of Accelerated Reader.

## Community Schools

Budgeted cost: £25,000

Activity	Evidence that supports this approach
<p><b>Interventions to support social &amp; emotional development. E.g Talk About, Elsa, Cardiff City Foundation,</b></p>	<p>Social and emotional intervention to help students better understand their thoughts and emotions, become more self-aware, and develop more empathy for others within the school community.</p> <p>This gives them strategies to self-regulate and be able to access mainstream learning.</p> <p>Students' social and emotional development has a direct impact on academic progress and attendance.</p> <p>Working with students with social and emotional complexities to overcome barriers to learning.</p>
<p><b>Trips E.g. West Midland Safari Park, Paintball world, Aqua Parks, Techniquist Big Pitt Porth Kerry</b></p>	<p>To increase the number of students accessing trips/visits and enrichment experiences.</p> <p>Equips learners with essential social skills &amp; attributes, such as confidence, teamwork, resilience, risk taking, creativity and innovation, which support student progress.</p> <p>Creates opportunities to promote equality, diversity and inclusion.</p> <p>Positive impact on attendance and attainment.</p>

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

Budgeted cost: £520,000

Activity	Evidence that supports this approach
<p><b>Specialist staff within pastoral team, family liaison, attendance officers to support attendance.</b></p>	<p>There is a clear link between student attendance and academic achievement, both nationally and within our own school context.</p> <p>At EHS, we recognise that meeting the social and emotional needs of pupils is fundamental to improving engagement in learning. When students feel supported emotionally and socially, they are more likely to attend regularly, participate actively in lessons, and make sustained academic progress. This approach aligns with our broader strategy to remove barriers to learning and promote inclusive, high-quality education for all.</p>
<p><b>Alternative Provision</b></p>	<p>To reduce exclusions and improve budget efficiency, the school has invested in its own internal alternative provision. This approach not only supports students at risk of exclusion but also contributes to lowering the number of fixed-term and permanent exclusions, as well as reducing the number of young people not in education, employment, or training (NEET).</p>
<p><b>External agencies delivering specialist PSHE curriculum (No more knives / Alice Pepper)</b></p>	<p>Providing students with age-appropriate, specialist content on current community issues equips them to navigate real-life challenges and make informed decisions. This approach supports their personal safety, fosters resilience, and empowers them to grow into confident, responsible members of society.</p>

**Total budgeted cost: £875,000**

**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 2024 to 2025 academic year.**

2024 Year 11 FSM cohort Cap 9 score was 258 (27 points per subject equivalent to an E) compared to 245 in 2023 an increase of 13 points (28 points per subject equivalent to an E)

The number of A - C grades achieved by FSM pupils rose by 36% since 2019 but declined by 14% in 2024.

FSM attendance increased from 77.2 (End of term 6 23/24) to 79.1.% (End of term 6 24/25).

851

Activity	Impact	Budgeted cost
One extra non-contact lesson for teachers	<p>Improved quality of teaching and learning experiences and meeting the needs of students impacts academic progress within lessons.</p> <p>Some impact but more CPD / training needed to develop literacy from a cross curricular.</p>	£190,000 - equivalent to 3 FTE.
Librarian post	<p>Accelerated reader is embedded in the school. Provides target intervention which improve student literacy skills.</p> <p>More intervention and strategy needed to improve literacy skills through cross curricular development and implementation (outlined in plan for this academic year).</p> <p>Some impact</p>	£30,000

Rugby Hub development Officer	Increased participation in a range of enrichment, and sport related activities.	£28,000
Specialist teachers within EPLC	Personalised, small teaching setting with a nurturing approach to meet the needs of students with social and emotional complexities and ALN.	£60,000
Interventions to support social & emotional development. E.g Talk About, Elsa, Cardiff City Foundation, Rewrite, Jamie's farm	Students' social and emotional development has a direct impact on academic progress and attendance.  Therapeutic writing and music workshops directly impact student mental health and facilitates communication skills, improved self-confidence and independence	£10,000
<i>Trips</i>  <i>Llangrannog</i> <i>Drayton Manor</i> <i>Techniquest</i> <i>Principality Stadium</i> <i>Animal Encounters</i> <i>Alton Towers</i> <i>Aqua Park</i>	Trips have given students real life experiences and a creative outlet for physical and mental activities. Improved relationships between cohorts of students.	£19,500
Alternative Provision.	Aspire provision offers an alternative to exclusion. It ensures complex students that would have been PEX are accessing education.	£120,000
Pastoral teams to support attendance.	Meeting students' social and emotional needs has a direct impact on academic progress and attendance.	£210,000
School Counsellor		£5,000

	This has helped students to develop, identify and address the underlying issues which are sometimes at the root of behavioural problems, impacting on the number of exclusions.	
Provide specialist staff within our Student Support Centre, family liaison and House wellbeing teams.	This has had a direct impact on improving student attendance and wellbeing, which in turn has improved student outcomes.	£185,000