

ST ALBAN'S RC HIGH SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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

Detail	Data
School name	St Alban's RC High School
Number of pupils in school	842
Proportion (%) of PDG eligible pupils	17.2%
Date this statement was published	17.10.2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher
PDG Lead	AHT
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£125528
Total budget for this academic year	£125528

Part A: Strategy Plan for academic year 2025-2026

Statement of Intent

Using our allocated PDG funding for this academic year our objectives involve raising attainment, more specifically attainment of literacy, numeracy skills and digital, of specific groups of learners, including those entitled to free school meals, those who are CLA and vulnerable learners. Improved attendance will be promoted to reduce unauthorised absences with the support of our School Support Officers. Improved health and wellbeing will be supported through targeted intervention from specifically trained staff.

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
Narrow the Gap between FSM and nFSM pupils	Narrow the Gap between FSM and nFSM CPS9 from 38 to 30. Narrow the Gap between FSM and nFSM pupils at L2+ (inc.) from 26 % to under 24%.
Continue to remove the barriers to learning utilising our excellent pastoral and vulnerability support systems	Increased outcomes for all pupils – esp. those on FSM
Continue to train all staff in the analysis of performance of core groups of learners, incl FSM	More effective results and examinations analysis leading to increased outcomes
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance to 88%+ Increase whole school attendance by 0.4%
Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners

Activity in this academic year

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

Activity	Evidence that supports this approach	
Activity	Intended Outcome	Target/Success Criteria
Attendance Support Officer	Attendance Support Officer will monitor and track daily attendance to ensure LA targets are achieved.	KS3 eFSM pupils strive to meet school attendance target of 95.6%
Numeracy Intervention Coach	Employ additional HLTA to improve literacy skills through interventions.	Improve numeracy skills and engagement with pupils making expected progress in maths at KS3. Improve Numeracy National Test Scores for Procedural and Reasoning for those pupils' attending intervention. These will be re-tested at the end of the academic year and all should have improved their standardised score from the start of the year.

Wellbeing and Engagement Manager	Wellbeing and Engagement Manager provides appropriate support, working closely with identified pupils/families in-conjunction with external agencies.	Liaise with LEA, families and other learner providers of KS3 eFSM pupils. Results will see improved attendance of eFSM /neFSM of 6.9% and meet the school eFSM target of 89%. Reduce overall FTEs (<25 days) whilst making expected levels of progress. Identified staff delivering the sanctuary provision which received very positive feedback after the EAS wellbeing review. (Estyn May 2023)
Deputy Additional Learning Needs Co-ordinator	Deputy ALNco will support and identify pupils accessing the curriculum and provide relevant support. 20% support to FSM/ALN pupils (FG) Pastoral support throughout the whole school.	87% of eFSM pupils to achieve a score >85 on National Procedural/Reasoning/Reading tests. Narrow the gap in predicted average CPS per subject
Employ and additional Wellbeing officer	Wellbeing Officer will develop and monitor the engagement provision and additional support for eFSM pupils.	Reduce FTEs (<2 days) and making expected levels of progress. Identified staff delivering the sanctuary provision which received very positive feedback from Estyn. (May 2023)
HLTA Intervention/Librarian	Employ HLTA/Librarian to improve literacy skills through interventions.	Improve literacy skills and engagement evident with pupils making expected progress in English at KS3. This will be evident through books looks and responses to the literacy marking code and national test data
RESOURCES – Accelerated Reader Software	Renew the licence for Accelerated Reader software for year 7, 8 pupils.	Accelerated Reader motivates pupils to read more through engaging quizzes, goal setting, and personalized recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills. An increase in reading levels particularly for eFSM boys is a target
RESOURCES/EXPERIENCES - for eFSM pupils who are following Art, Food Technology, DT and Music	Provide resources for eFSM pupils carrying out activities in Art, Food Technology and DT. Provide and fund Educational trips and visits for FSM pupils.	Ensuring access to the curriculum for eFSM pupil to provide them with the opportunity to participate in all essential practical elements of the KS4 curriculum. FSM pupils given the opportunity to take part in extracurricular trips and visits

Learning and Teaching Emma Read

Budget costs: £29818

Activity	Evidence that supports this approach
Interventions for Reading, Grammar and Numeracy to support FSM, EFSM and vulnerable learners	All pupils who have received intervention should improve all three of their National Test Scores between the baseline in November and the re-test in June.
Challenge all groups of learners with a particular focus on Numeracy and Literacy	Reduce the difference between boys and girls/FSM and non-FSM achieving 85+.

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

Budgeted cost: £94200

Activity	Evidence that supports this approach
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance of 86.5%+ by at least 3.5% Increase whole school attendance by 0.5%
Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners

Part B: Review of outcomes in the previous academic year (2024-2025)

PDG Outcomes KS4

Our Y11 cohort completing exams in summer 2024 has a small number of eFSM pupils of any year group in the school, and which was three more than the previous cohort (15 compared to 12 last year). The eFSM average CPS9 was 355 which is an increase of 24.5 points from 330.5 in 2023/24,

The Percentage results for eFSM pupils in English Lang/Lit was 53.33% which is an increase of 3.33% compared to 23/24 50% A*-C. In Maths in line with expectations 40% compared to 50% in 2023/2024 A*-C This is also in line with an national trend for Maths this year where there was an overall dip in performance. In Science there was an increase of 5.3% at 47% A*-C compared to 41.7% in 2023/24. However, 40% of eFSM pupils achieved L2 Threshold (Inclusive) compared to 33.3% in 2023/24.

KS3: Reading Improvement owing to Accelerated Reader National Reading Test Results 2024-25:

The PDG grant continues to fund Accelerated Reader, the Librarian wage and Library stock. All KS3 pupils benefitted from this and data has shown a notable improvement.

Pupils made progress in their National Reading Tests, suggesting that A.R. has made an impact.

- Year 6-7: There was no gap between FSM/Non- in the % of pupils who increased their standardised score.
- Year 6-8: A higher % of FSM pupils increased their standardised score than non-FSM (FSM 33% up; Non-FSM 25% up)
- Year 9: There is no gap between FSM/Non-FSM <85.

ZPD Reading Scores (Accelerated Reader)

- Of the 9 Year 7 pupils who were receiving literacy coaching last year, 79% have increased their score.
- Of the 14 Year 7 Non-FSM pupils completing Accelerated Reader, 79% have increased their score.

According to WGov, “in all year groups and in all academic years for which data is available, pupils not eligible for FSM outperform pupils who are eligible. This gap appears to increase in size as pupils age, with non-eligible pupils outperforming eligible ones by greater and greater amounts from Year 2 through to Year 9.”

High quality teaching and learning for all learners: Impact of Coaching

Regular learning conversations and learning walks were held with intervention pupils (Literacy and Numeracy Coaching groups, Motivation and Handwriting/Pen Power clubs). Data above shows impact on FSM learners.

SAIL vision for T&L was launched to encourage all groups of learners to become independent learners, in line with 4 purposes. KS3 are aware of EPIC learning (engage, prepare, ideas, collaboration) and hopefully this will encourage, especially FSM learners this year. Book looks and learning conversations will focus on FSM as a particular area in our SDP.

Skills MER activities have enabled us to look at FSM learners, who have engaged less than non-FSM in the Skills Passports. 60% FSM completed their passport, compared to 80% non-FSM. We intend this year to support FSM pupils much more with the digital skills and motivation required to improve this engagement.