

## Pupil Development Grant School Statement template

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.

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	Archbishop McGrath Catholic High School
Number of learners in school	860 (11-18) 692 (11-16)
Proportion (%) of PDG eligible learners	116 (11-18) 104 (11-16)
Date this statement was published	2 <sup>nd</sup> October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ashley Howells
PDG Lead	Stuart Farrow
Governor Lead	Mrs. J Phillips (Chair)

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	<b>£139,279</b>
<b>Total budget for this academic year</b>	<b>£4,919, 324</b> (formula funding)  Total Grant Funding – <b>£332,997</b> (including PDG)

## Part A: Strategy Plan

### Statement of intent –

*At Archbishop McGrath Catholic High School, we are committed to ensuring that all learners, particularly those eligible for free school meals, are supported to achieve their full academic and personal potential. Through our PDG plan, we aim to raise attainment by ensuring that at least 70% of eFSM pupils in Year 11 make progress in line with their CAT-predicted grades, while narrowing the Capped 9 score gap. We will also work to reduce the attendance disparity between eFSM and FSM learners, recognising that consistent engagement is vital to success. In addition, we will strengthen our use of Provision Map to monitor and enhance the impact of interventions for vulnerable and ALN pupils, ensuring that support is targeted, effective, and inclusive. These priorities reflect our mission to nurture every child in a caring, aspirational, and faith-filled environment.*

### 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
SIP Ref 1.1 - To ensure at least 70% of eFSM learners in Year 11 achieve progress to target scores in line with their mean CAT score predicted grade and to reduce the Capped 9 differential to below 60 points (2025 difference)	PTT points scores to be neutral (0) or up to -5.99. Anything lower than -6 will mean pupils will be achieving at least one grade below expected. Those with scores of 88 or less to be analysed individually as a D grade for some of these will be beyond their capabilities.
SIP Ref 2.1 - To reduce the attendance gap between eFSM and FSM learners.	Reduced gap between eFSM and non-eFSM learners by May 2026. (data needed) Tracking system in place for eFSM learners. Half-termly reports to SLT/Governors showing trends details of interventions.
SIP ref 2.3 - Strengthen the use of Provision Map to support the impact of interventions for vulnerable and ALN pupils.	Effective use of Provision Map will enhance tracking and evaluation of all interventions, ensuring support for vulnerable pupils and those with ALN is targeted, consistent, and impactful. Improved targeting of support — evidence that vulnerable and ALN pupils are accessing the right interventions at the right time. Clearer evaluation of which interventions are most effective in improving outcomes

	(attendance, attainment, behaviour, wellbeing).
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Activity in this academic year

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

The majority of funding will be used to support staffing with some additional funding used to purchase software to support well-being and progress in skills.

### Learning and teaching

Budgeted cost: **£750 plus** £31,171

Activity	Evidence that supports this approach
Continuation of 'Walkthrus' teaching and learning strategies. (£750)	Increased evidence of the effective use of 'Walkthrus' strategies evident in lessons. Focus for 25/26 continuing to primarily focus on 'teaching to the top.'
Appointment of an additional Curriculum Support Worker to help implement targeted literacy and numeracy support.	In previous years, the number of hours available to be allocated to pupils for numeracy and literacy support was limited to one member of staff on a 0.8 contract. The school has appointed a primary trained teacher to be added to this team taking the FTE to 1.8 members of staff.

**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: £ **2 x** £31,171

Activity	Evidence that supports this approach
Funding for 2 x Wellbeing Support Officers	Effective levels of home-school communication maintained. Advice and guidance provided for parents in deprivation about available funding support available.

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

Budgeted cost: **£45,015**

Activity	Evidence that supports this approach
RADY	<p>Targeted learner voice of eFSM pupils to identify barriers to learning.</p> <p>Improved links with parents through targeted communication and presentations.</p> <p>Audit of barriers to learning with deprived families – eFSM + Deprivation index 1-3</p>
Funding to support the salaries of RSL KS3, RSL KS4 and associated costs of SLT secondment	<p>Improved outcomes following skills interventions at KS3 and additional mentoring support at KS4.</p> <p>Pupils feel safe, happy and well cared for in school. They speak positively about their experiences and value the relationships they have with staff</p>

Total budgeted cost: £ **139,279**

**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.

Activity	Impact
<p>Improved GCSE outcomes for eFSM/RADY learners</p> <p>Overall capped 9 to average 400 for entire cohort in year 11. Outcomes for those with eFSM to be within 75 points which will close the gap from 2023-24 (85 points)</p>	<p>TARGET: Overall capped 9 to average 400 for entire cohort in year 11. Outcomes for those with <b>eFSM to be within 75 points</b> which will close the gap from 2023-24 (85 points)</p> <p><b>OUTCOMES: Overall capped 9 averaged 411 for entire cohort in year 11</b></p> <p>TARGET: Outcomes for those with eFSM to be within 75 points which will close the gap from 2023-24 (85 points)</p> <p><b>OUTCOMES: 2024-25 average Capped 9 for eFSM 368. This is 43 points below nFSM</b></p>

<p>Improved attendance for eFSM/RADY learners</p> <p>Percentage attendance for eFSM learners to be within 6% of the wider cohort. (2023-24, gap 6.7%)</p>	<p><b>TARGET:</b> Percentage <b>attendance for eFSM learners to be within 6%</b> of the wider cohort. (2023- 24, gap 6.7%)</p> <p><b>OUTCOMES:</b> nFSM attendance 93.1%. eFSM attendance 86.0%. <b>Gap reduced from 6.7% to 6.2%</b></p>
<p>To continue the reduction of fixed term exclusions.</p> <p>FTE levels for eFSM pupils not to be disproportionately above the wider cohort.</p> <p>2023-24 – eFSM pupils received 27 days FTE for the 121 pupils eFSM pupils. This equates to 0.22 days per pupil.</p> <p>nFSM pupils received 86.5 days FTE for 585 pupils. This equates to 0.15 days per pupil.</p> <p>We plan for this gap to be reduced from 0.7 to 0.5 for the year 2024-25</p>	<p><b>TARGET:</b> FTE levels for eFSM pupils not to be disproportionately above the wider cohort. 2023-24 – eFSM pupils received 27 days FTE for the 121 pupils eFSM pupils. This equates to 0.22 days per pupil. nFSM pupils received 86.5 days FTE for 585 pupils. This equates to 0.15 days per pupil. We plan for this gap to be reduced from 0.7 to 0.5 for the year 2024-25</p> <p><b>OUTCOME:</b> for the year 2024-25 there were 96 eFSM pupils (yr 7-11). Of these, 6 eFSM pupil received FTE’s amounting to 9.5 days lost learning or 0.09 days per pupil.</p> <p>For the same academic year, there were 637 nFSM pupils (Yr7-11) and 20 of these received FTE’s amounting to 44.5 days of lost learning or 0.07 days per nFSM pupil</p> <p>Therefore, the relative gap has closed from 0.7 in the academic year 2023-24 to 0.02</p>

### Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider

### Further information (optional)

This PDG plan is embedded into our School Improvement Plan under our priorities linked to IA1 – Teaching and Learning, IA2 – Wellbeing, Care, Support and Guidance and IA3 – Leading & Improving.