Pupil Development Grant School Statement
Ysgol Harri Tudur/Henry Tudor School

This statement details our school's use of the PDG for the 2025/26 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.

Overview

Detail	Data
School name	Ysgol Harri Tudur/Henry Tudor School
Number of learners in school	1250
Proportion (%) of PDG eligible learners	24%
Date this statement was published	Jun 25
Date on which it will be reviewed	Apr 26
Statement authorised by	Fiona Kite
PDG Lead	Ann Andrews
Governor Lead	Sally Elliott/Daphne Bush

Funding Overview

Detail	Amount
GNT0003 PDG (incorporates GNT0005)	313950
GNT 0006 PDG CLA (previously PDG LAC)	10010
Total budget for this academic year	323960

Part A: Strategy Plan

Statement of intent

The purpose of targeted and planned PDG interventions and strategies are to directly reduce the attainment gap between FSM and non-FSM learners. All interventions and activities aim to; improve literacy and numeracy; increase school attendance; as well as improving the engagement with schools by families and communities. The plan builds from last year and is an ongoing programme which continues to seek to foster the value of learning across the school by working with learners, families, schools and community, in a bid to improve aspiration and learning whilst working towards tackling poverty and provision gaps. This can only be achieved through a cohesive and coordinated PDG plan that is embedded and links with the School Development Plan. This will be achieved through the delivery of clear interventions that are managed and resourced with robust monitoring and evaluation systems.

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
Reduce the attainment gap between RADY/non RADY learners	Reduced attainment gap from 2024/25 figures
Sufficient Emotional and Behavioural support to improve attainment and attendance for RADY learners	Learners feedback – Pupil Voice Behavioural reports/Class Charts On going Learner QA
Developing resilience and independence post Year 11, 12 & 13	Sixth Form Destination Report / College applications / NEET figures
Providing appropriate cultural and extracurricular experiences/opportunities to broaden awareness and horizons	Art in School (AiS) Sensations programme Trips to raise ambition and widen life experiences Inclusion within Faculty development plans Post 18 projections/university placements

Activity in this academic year

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

The vast majority of PDG funds staff to deliver the necessary outcomes Broad range of trips/experiences AiS programme continues Yr 11 Revision Day for RADY learners / RWW funded (Partneriaeth & UWTSD) Engagement with local stakeholders on new initiatives New Careers Advisor direction and approaches Improve university links across all Year groups to benefit eFSM learners / SEREN

The Brilliant Club (Oxford) Strong behavioural support team and vocational provision Wide range of vocational options for GCSE and A Level Modular approach to exams, especially with core subjects Vocational options at A Level

Learning and teaching

Budgeted cost: in the region of 70% of the allocation

Activity	Evidence that supports this approach
Catch up work with defined learner groups	Marked increase in take up of support from targeted learners
Controlled assessment support and extra provision	All controlled assessments completed on time and to a reasonable standard
Small group provision support	Effective timetable of small group support implemented and sustained this academic year
Consider holiday revision sessions – teaching staff	Varied program of additional support and revision sessions run over selected holiday periods where needs arise
Part funding of trips	PDG used to supplement costs and for those with insufficient funds; some of the latter is also provide by the PTA (The Friends)
Additional after school progress/attendance sessions (resources)	Homework club established on a weekly basis to provide focused and settled revision space after school hours

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: in the region of 30% of the allocation

Activity	Evidence that supports this approach
Dedicated Families Engagement Officer	PCC funded
Emotional Support Officer (s)	Partially funded
Engagement with external stakeholders	Supporting events/ evening / coffee mornings - successful attendance records

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 previous (24/25) academic year.

Activity	Impact
The Uplift Programme planned out by RADY.	Focus and driven attainment support from the outset with ambitious goals and targets.
Learning Coach Support Hub.	Wider repertoire of support groups and opportunities for those learners most in need.
Learner mentoring programmes.	Sixth Form mentoring program used to support and guide lower year learners.
Support Journey framework.	Strategic intervention and support for every year group.
Attendance / Success Clinics at Key milestones.	Focused exam preparation support- help with making foundational decisions / promoting high attendance

Externally provided programmes

Programme	Provider
From Sep 25, vocational provision provided by external deliverers will be brought 'in house'.	