

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	Mountain Ash Comprehensive School
Number of learners in school	842 (Oct 2025)
Proportion (%) of PDG eligible learners	34.1% (Oct 2025)
Date this statement was published	May 2025 (Updated October 2025)
Date on which it will be reviewed	April 2026
Statement authorised by	Headteacher: Mrs S Evans
PDG Lead	Headteacher: Mrs S Evans
Governor Lead	Vice Chair of Governors: Gareth Newton

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£331,200
Total budget for this academic year (formula allocation)	£5,649,747

Part A: Strategy Plan

Statement of intent

Our PDG grant funding is used to provide effective wellbeing, curriculum, academic and vocational support to promote equity strategies to tackle disadvantage. The school recognises that in order to address disadvantage, we need to raise learner motivation and ambition, support wellbeing and provide opportunities with which learners can engage and develop a sense of belonging.

Our current plan focuses on:-

- *increasing learner engagement with a range of activities*
- *building capacity for ALN support*
- *Supporting learner wellbeing*
- *Bespoke curriculum provision and support*

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
To increase learner engagement with whole school activities and raise participation rates in extra-curricular activities and learner leadership opportunities 2025-26	Increased numbers of learners, especially eFSM learners will:- <ul style="list-style-type: none">• access music tuition• participate in whole school activities such as Eisteddfod and the School Show• participate in extra-curricular sporting activities (either at lunchtime or after school)• engage in learner leadership opportunities across the school
To build greater capacity for ALN support and provision, effective training for staff and improved signposting and information for families and learners	The strategic leadership and monitoring of ALN provision will improve Staff voice from training events will be positive Improved signposting for families on the school website Parent feedback from events and forums will be positive Learner outcomes will improve Quality assurance processes will demonstrate evidence of effective provision through: <ul style="list-style-type: none">• lesson observations• book scrutiny• learner voice
To continue to improve learner wellbeing, including improving attendance and behaviour and reducing exclusions	Attendance rates for learners will continue to improve Wellbeing support will be effective in re-engaging disaffected/ EBSA learners with school

	<p>Learner behaviour and motivation will improve and fixed term exclusions will reduce</p> <p>Engagement in motivational and wellbeing interventions will impact positively on learner wellbeing</p>
To provide appropriate alternative curriculum opportunities and provision to more effectively meet the needs of targeted learners	<p>Learner wellbeing (attendance and engagement) will improve</p> <p>Academic and vocational outcomes will improve for targeted learners</p> <p>Effective partnerships will be established with external providers</p>

Activity in this academic year

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

Learning and teaching

Budgeted cost: **£104,255**

Activity	Evidence that supports this approach
<p>Music tuition</p> <p>Provide access to a range of music tuition through our Peripatetic music service, including:-</p> <ul style="list-style-type: none"> • Singing lessons • Drums/bass tuition • Guitar tuition • Piano tuition • Woodwind tuition 	<p>Elliot Major & Higgins, (2019): supporting creative, vocational and technical talents builds confidence, self-esteem and wellbeing.</p> <p>Aim: to increase pupil participation in extra-curricular activities</p>
<p>Supporting Health and Wellbeing</p> <p>Extra curricular activities</p> <p>Employ a Health and Wellbeing Officer to support extra-curricular sport and wellbeing interventions and widen opportunities for pupil participation.</p> <p>Health and Wellbeing Officer to:-</p> <ul style="list-style-type: none"> • facilitate increased learner engagement and participation rates in team sports/ extra-curricular activities 	<p>Schools Health Research Network</p> <p>Report 2014: Healthy Schools England</p> <p>Exercise (moderate to vigorous activity) can improve academic progress as well as health and wellbeing</p> <p>Aim: to offer a wider range of extra-curricular activities/sports and to increase pupil participation in extra-curricular activities</p>

<ul style="list-style-type: none"> • maintain/develop links with local sports clubs to encourage participation • offer health and wellbeing activities as part of our programme of interventions • to develop/ support a programme of lunchtime sporting activities <p>Support other Health and Wellbeing initiatives such as Duke of Edinburgh award</p>	
<p>Additional Learning Needs Support</p> <p>Build capacity to provide effective ALN leadership and support across the school</p> <p>Improve signposting and support for learners and families</p> <p>Provide regular guidance and training for teachers to more effectively meet the needs of learners</p>	<p>Estyn thematic report on ALN (2025)</p> <p>Recommendations include:-</p> <ul style="list-style-type: none"> • deliver professional learning for school staff focusing on high quality teaching for pupils with ALN, understanding diverse learner needs and creating opportunities to share effective practice • improve the availability and quality of information (signposting) provided to families • increase capacity for whole school/setting planning, professional and collaborative learning to deliver the ALN system <p>Aim: to support delivery and provision for ALN learners and support for families</p>

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: **£161,305**

Activity	Evidence that supports this approach
<p>Building strong partnerships with families:-</p> <p>Attendance monitoring and support</p> <p>Attendance staff to monitor and promote good attendance and engagement to impact positively on learner outcomes</p> <ul style="list-style-type: none"> • FEO/ Attendance team will build positive relationships and effective communication with families and vulnerable learners. 	<p>Estyn document ‘Community schools: families and communities at the heart of school life.’ July 2020.</p> <p>Research has shown there are clear links between good attainment and good attendance.</p>

<ul style="list-style-type: none"> • Pupil reception/ attendance clerk/Family Engagement Officer to support attendance initiatives and monitoring • Wellbeing support from pastoral ALN/ safeguarding team support <p>Family engagement, pastoral and wellbeing support</p> <ul style="list-style-type: none"> • FEO & pastoral staff will build strong relationships with families to support learners with their wellbeing and engagement in learning to be successful 	<p>Aim: to improve attendance and to support learners and families to overcome barriers to attending school</p>
<p>Responding to the needs of the community:</p> <p>Health and Wellbeing Officer to:-</p> <ul style="list-style-type: none"> • Maintain sporting curricular links and support with Cluster primary schools, including transition activities such as Sports Day and Tag rugby tournaments <p>Headteacher to develop more learning opportunities for parents and families e.g links with Adult Learning Wales</p> <p>School Uniform support</p>	<p>Estyn document ‘Community schools: families and communities at the heart of school life.’ July 2020.</p> <p>Aim: to extend links with the local community to support families</p>

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

Budgeted cost: **£44,000**

Activity	Evidence that supports this approach
<p>Alternative curriculum provisions at KS4</p> <p>Designated staff to raise aspirations and meet the needs of targeted learners.</p> <p>A bespoke curriculum offer to include:-</p> <ul style="list-style-type: none"> • ARC provision • Cynon Valley Organic Adventures • Alternative qualifications such as SWEET and BTEC Home Cooking 	<p>Department for Education: “<i>Investigative research into alternative provision</i>”: IFF Research Ltd. Professor Martin Mills [UCL] and Professor Patricia Thomson [University of Nottingham] (October 2018)</p> <p>Rhondda Cynon Taf CBC Education and Inclusion Services “<i>Alternative Provision Commissioned by Schools and Extended Work Experience.</i>” Guidance for Schools (August 2023)</p> <p>WG Response to the Estyn ‘Thematic Review on Education Other Than at School.’</p>

	Aim: to identify and engage with external providers to extend the curriculum offer for targeted KS4 learners
Wellbeing & Motivational interventions and rewards for both KS3 and KS4 learners Empire Fighting Chance Cardiff City Inspires Programme Sports Activities/Sports Day Rewards, including trips	Schools Health Research Network Report 2014: Healthy Schools England Exercise (moderate to vigorous activity) can improve academic progress as well as health and wellbeing Increasing pupil participation in extra-curricular activities

Total budgeted cost: **£331,200**

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
WRU Hub Officer employed to support extra curricular sport and, wellbeing interventions and effective community partnerships	Cluster Primary School Engagement: <ul style="list-style-type: none"> • Worked with 7 cluster primary schools • Delivered 56 sessions • 674 girls' participation opportunities • 524 boys' participation opportunities Secondary School Rugby Provision: <ul style="list-style-type: none"> • 45 extracurricular rugby fixtures delivered across Years 7 to 11 Leadership Development: <ul style="list-style-type: none"> • Developed 20+ Rugby Leaders • Trained 12 Rugby Referees Curriculum Delivery: <ul style="list-style-type: none"> • 38 boys' curriculum sessions delivered, with 536 participation opportunities • 35 girls' curriculum sessions, engaging 537 participation opportunities Inclusion and ALN Engagement: <ul style="list-style-type: none"> • Delivered 6 sessions at Park Lane Special School

	<ul style="list-style-type: none"> Created 55 participation opportunities for pupils in Years 8 and 9
Bespoke alternative curriculum and provision for targeted learners at KS4 to raise aspirations, improve wellbeing and more effectively meet their needs	<p>Bespoke support and tailored interventions at KS4.</p> <p>The achievements of our 2025 leavers demonstrate the impact of this approach:</p> <ul style="list-style-type: none"> 13 learners left school with Level Manual Handling, Working at Heights and Asbestos Awareness. 5 Learners achieved their CSCS cards and were work ready There were some notable individual successes:- <ul style="list-style-type: none"> Pupil A attended the Arc provision and successfully obtained the CSCS card and asbestos awareness training. Other qualifications included Finance (A), Mathematics (D), English and Science and F grades in both English and Science. Pupil B achieved Finance (A*), Equality and Diversity (BB), English (C) and Biology (C) Pupil C achieved Equality and Diversity (BB), Art (C), English Literature (D), English Language (E), Mathematics (F) and Science (F).
Family engagement, pastoral and wellbeing support Attendance initiatives Wellbeing & Motivational interventions and rewards	<p>Whole school attendance increased marginally by 0.3%</p> <p>Dog mentoring impacted positively on the wellbeing of targeted learners</p> <p>Fixed term exclusions reduced by almost 10% across 2024/25.</p> <p>FEO, pastoral and wellbeing support impacted a large number of learners positively in a number of ways:-</p> <ul style="list-style-type: none"> helped vulnerable learners at risk of becoming NEET to remain engaged with school and make progress supported families supported learners (groups and individuals)

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
Empire Fighting Chance	ARC provision
Cardiff City Inspires Programme	Cynon Valley Organic Adventures

Further information (optional)

The school uses other grant funding such as the ALN grant, CLA grant, LAEG, The Recruit, Recover, Raise Standards Grant (RRRS) to offer:-

- literacy and numeracy support, opportunities, resources and interventions
- digital competency support and opportunities
- alternative curriculum provision and support
- Curriculum resources and licences
- Transport to support extra-curricular activities