



CHEPSTOW SCHOOL: Pupil Development Grant School Statement

The purpose of the Pupil Development Grant (PDG) is to improve outcomes for learners eligible for free school meals (eFSM). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

Introduction & Summary

At Chepstow School, our use of the PDG is embedded within our School Development Plan (SIP) and aligned with our strategic priorities. We draw on evidence-based interventions and whole-school approaches to narrow the gap in both attainment and achievement for this targeted group of learners. Our strategy includes targeted academic support, wellbeing initiatives, and inclusive practices that benefit all pupils, with a particular focus on those facing disadvantage.

We monitor pupil progress regularly and ensure high-quality teaching and learning is consistently delivered. Our PDG-funded initiatives include specialist staffing, bespoke curriculum provision, and targeted interventions aimed at removing barriers to learning. These approaches very often benefit all pupils. However, there is a focus on supporting the needs of eligible learners in light of the disadvantage they face. It is used to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

Interventions include:

- professional learning for teachers and/or support staff;
- employment of support staff;
- tailored learning and teaching interventions;
- providing high-quality learning and teaching; and
- developing Community Focused Schools.

The school's PDG Plan is scrutinised by the Governing Body and monitored by the Local Authority and School Improvement Partner.

This statement details our school's use of the Pupil Development Grant (PDG) for the 2025 to 2026 academic year. This grant forms part of the Local Authority Education Grant (Equity). It outlines our strategy, how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Chepstow School
Number of learners in school	927
Proportion (%) of PDG eligible learners	10.2%
Date this statement was published	22/10/25
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs K Waythe – Headteacher
PDG Lead	Mrs L Lane – Deputy Headteacher
Governor Lead	Mr K Dunn

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£80,586
Total budget for this academic year	£5,363,300

Part A: Strategy Plan

Statement of intent

Our overarching aim is to make a meaningful and sustained impact on learners eligible for free school meals (eFSM) by reducing the attainment gap between them and their non-eFSM peers. This strategy is designed to provide targeted, inclusive, and responsive support that enables all learners to thrive.

To achieve this, our current plan includes:

- **Family & Community Engagement Officer**, who works closely with pupils, families, and external agencies to strengthen relationships between home and school. This role is instrumental in improving attendance, promoting wellbeing, and ensuring that families feel supported and connected across all key stages.

By providing personalised outreach, facilitating access to support services, and fostering open communication, the Family & Community Engagement Officer helps to remove barriers to learning and engagement. This provision plays a vital role in creating a nurturing and inclusive school environment where every pupil can thrive.

- **Vulnerable Learner Lead**, who coordinates targeted support for pupils experiencing significant barriers to learning. This includes learners with complex needs, low attendance, and social or emotional challenges. The role ensures that interventions are personalised, inclusive, and aligned with the school's wider wellbeing and equity priorities. By working closely with pupils, families, and external agencies, the Vulnerable Learner Lead helps to remove obstacles to engagement, improve outcomes, and promote sustained progress for some of our most at-risk learners.

This provision reflects our commitment to ensuring that every pupil has the opportunity to succeed, regardless of their individual circumstances.

- **Pastoral and wellbeing provision** work across all year groups to promote emotional resilience and engagement. This provision plays a vital role in improving attendance, behaviour, and overall wellbeing, ensuring that every learner feels safe, supported, and valued within the school community. By fostering emotional resilience, we empower pupils to take ownership of their learning and make meaningful progress.
- **Individual support** committed to ensuring that all pupils can access and engage fully with the curriculum, regardless of financial background. Through PDG funding, we provide targeted individual support for disadvantaged pupils in practical subjects such as Food and Nutrition, Design Technology, and Art.

This includes the provision of essential resources, such as food ingredients and materials, so that no pupil is excluded from practical learning experiences due to financial hardship. This support promotes equity, enhances engagement, and contributes to the development of vital life skills, confidence, and wellbeing.

By removing barriers to participation, we ensure that all learners have the opportunity to succeed and enjoy a rich, inclusive educational experience.

- **Breakfast provision** aimed at supporting disadvantaged pupils, ensuring they begin the school day with a nutritious meal and a settled start. This initiative is particularly beneficial for pupils eligible for Free School Meals (FSM) and those facing financial hardship, helping to remove barriers to learning and promote equity.

The impact of this provision is evident in improved concentration, engagement, and overall wellbeing. Pupils who access breakfast are more likely to arrive on time, feel prepared for the day ahead, and demonstrate positive attitudes towards learning. This contributes to better academic progress and supports the development of healthy routines and habits.

By offering this support, the school reinforces its commitment to inclusion and ensures that no pupil is disadvantaged due to circumstances beyond their control.

- **Individual and small-group interventions**, delivered through withdrawal sessions and adjusted timetables to provide focused academic support for learners facing barriers to progress. These interventions are designed to meet specific learning needs, build confidence, and close attainment gaps.

While this provision prioritises pupils eligible for Free School Meals (eFSM), it also benefits other learners, including those from low-income households, by fostering a more equitable and supportive learning environment. This approach ensures that all pupils have access to the personalised support they need to succeed, regardless of background or circumstance.

This strategy aligns with the Welsh Government's National Mission: **Excellence, Equity & Wellbeing**.

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
Close the attainment gap at KS3 and KS4 Improved performance data for eFSM learners compared to previous years and national benchmarks.	• Improved performance data for eFSM learners compared to previous academic years. • eFSM learners' outcomes show measurable progress against national benchmarks. • Analysis of examination and assessment data (e.g. KS4 Core Data) demonstrates a narrowing of the attainment gap between eFSM learners and the wider cohort.

Employment of a FaCE Officer and Vulnerable Learner Lead. Both post holders will respond to and provide mentoring, support, and engagement opportunities for our most vulnerable learners. Each will work with The Wellbeing Team to provide pastoral organisation, health and wellbeing support, liaise with outside agencies for continuity of support. Approaches will ensure, strong student support mechanisms across the school.	• Increased engagement in learning and wider school life among vulnerable learners. • Improved attendance to school and individual lessons. • Greater family involvement in supporting student progress. • Evident improvement in progression and attainment of vulnerable learners.
Strengthen wellbeing and engagement across the school community through targeted support and inclusive practices.	• Increased overall and lesson-level attendance. • Reduction in fixed-term and permanent exclusions. • Improved engagement of pupils in learning and wider school life. • Enhanced family involvement in supporting student wellbeing and progress.
Deliver bespoke curriculum provision tailored to meet the diverse needs, interests, and aspirations of learners.	• Increased learner engagement through personalised and relevant learning experiences. • Improved achievement and progression via alternative curriculum pathways.
Improve family-school partnerships to strengthen collaboration and support for learners.	• Increased family participation in school activities (e.g. parents' evenings, expectations evenings, celebration events). • Enhanced communication and engagement between families and school staff. • Positive feedback from families regarding their involvement and school relationships.

Activity in this academic year

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

This plan outlines how Chepstow School intends to utilise PDG funding to achieve key outcomes in equity, wellbeing, and academic progress:

- Implement **inclusion and attendance strategies** to reduce persistent absenteeism and improve engagement.
- Address **barriers to learning** through targeted interventions and personalised support.
- Enhance **pupil wellbeing** and emotional resilience across all key stages.
- Develop **bespoke curriculum provision** to meet the needs of vulnerable and disadvantaged learners.
- Strengthen **family engagement initiatives**, including workshops and outreach to improve home-school partnerships.
- **Develop and expand enrichment opportunities**, providing financial support where needed to ensure equitable access for all pupils.
- **Equitable Curriculum and Extra-Curricular Offer**; To support practical-based curriculum areas with financial resourcing that ensures **inclusion and equity for all learners**.

Learning and teaching

Budgeted cost: £32,664

Activity	Evidence that supports this approach
Vulnerable Learner Lead	Chepstow School has appointed a permanent Vulnerable Learner Lead (G7), with a primary focus on supporting pupils in Key Stage 3 and Key Stage 4. This role is designed to strengthen pupil attendance, engagement in lessons, and overall wellbeing. The post holder will coordinate targeted interventions, liaise with pastoral and curriculum teams, and ensure that vulnerable learners receive consistent, personalised support to help them overcome barriers to learning and achieve their potential.

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: £39,231

Activity	Evidence that supports this approach
FaCE Officer	Chepstow School has appointed a permanent Family & Community Engagement Officer (G7), with a primary focus on supporting pupils in Key Stage 3 and Key Stage 4. This role is designed to strengthen community engagement and enhance home-school partnerships, particularly for families facing barriers to education. The post holder works proactively to build trust with families, improve attendance, and promote wellbeing. A key aspect of the role includes facilitating family learning opportunities and

	increasing parental involvement in school life, contributing to a more inclusive and supportive educational environment.
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £7461

Activity	Evidence that supports this approach	
Equitable Curriculum and Extra-Curricular Offer through PDG Funding	£7461 has been allocated to practical based subjects PDG funding has been strategically used to support equity across practical subjects such as Design Technology, Food, and Art. This includes the purchase of essential resources and materials that enable all pupils, particularly those eligible for Free School Meals (FSM) and those identified as disadvantaged, to fully participate in both curriculum-based and extra-curricular activities. By removing financial barriers, this funding ensures that every pupil has access to enriching, hands-on learning experiences that promote creativity, skill development, and engagement. It also allows for inclusive access to clubs and extended learning opportunities, fostering a sense of belonging and improving overall wellbeing. This approach reflects our commitment to an equitable curriculum where all learners can thrive, regardless of background or financial circumstance.	
Food & Nutrition	Approximately £800 has been allocated from the Pupil Development Grant (PDG) to purchase ingredients for pupils eligible for Free School Meals (FSM). This funding has been essential in ensuring that FSM pupils are able to fully participate in practical lessons, particularly within subjects such as Food and Nutrition. Without this financial support, these pupils would face barriers to engagement, which could negatively impact both their academic progress and their enjoyment of the subject. The provision of ingredients through PDG funding enables all pupils to take part in practical activities, fostering inclusion and equity across the curriculum. It also contributes significantly to the development of key life skills, confidence, and overall wellbeing. By removing financial barriers, we are able to offer a more enriching and supportive learning experience for all.	
Inclusivity and access of trips, visits and enrichment	At Chepstow School, we are committed to ensuring that all pupils have equitable access to educational trips and experiences. To support this, pupils eligible for Free School	

opportunities for all learners	Meals (FSM) and those identified as disadvantaged are offered trip opportunities first, allowing additional time for families to respond and make arrangements. We recognise that communication can be a barrier, so personalised calls are made to parents and carers to ensure they have received the relevant information via our school app. During these conversations, we also offer financial support where needed to remove any obstacles to participation. Where necessary, the school makes every effort to cover the cost of trips to ensure that no pupil is disadvantaged due to financial hardship or lack of parental engagement. This approach ensures that all learners can benefit from enriching experiences that support their academic progress, wellbeing, and personal development.
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Total budgeted cost: **£7461**

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 2024 academic year.

Activity	Impact
Family and Community Engagement Officer (FaCE)	- Increased overall attendance to 93.3%, which is +4.9% above the national comparison. - Reduced persistent absenteeism to 19.6%, compared to 35.8% nationally. - Improved eFSM attendance to 89.3%, which is +7.9% above the national comparison. - Narrowed the attendance gap between eFSM and non-eFSM pupils. - Year group breakdown of eFSM attendance improvements: Year 7: +4.9% above national comparison Year 8: +5.4% above national comparison Year 9: +7.9% above national comparison Year 10: +11.7% above national comparison Year 11: +11.7% above national comparison - Increased emotional and wellbeing support for vulnerable pupils. - Improved pupil wellbeing and engagement, contributing to better attendance and behaviour. - Strengthened collaboration with external agencies, enhancing coordinated and comprehensive support for pupils and families.

	• Enhanced pastoral structures, enabling earlier intervention and more consistent support. • Improved relationships with families, through regular communication and personalised outreach. • Provided holistic support, ensuring families felt connected and empowered to support their children's education.
Vulnerable Learner Lead	• Increased Capped 9 to 420.6, an average of a B grade for all pupils • 41% of pupils achieved five or more A/* grades • 80% of pupils achieved five or more A*-C grades, inclusive of English and Mathematics • 92% of pupils achieved five or more A*-C grades • 100% of pupils achieved five or more A*-G grades • 5.7% increase in the number of eFSM pupils achieving five or more A/* grades • 17% increase in the number of eFSM pupils achieving five or more A*-C grades, inclusive of English and Mathematics • Increase of 16 ppts 9 (Capped 9) for eFSM pupils, an increase of two whole grades • Coordinated personalised interventions for pupils with complex needs, improving engagement and access to learning. • Supported pupils with low attendance, contributing to improved attendance rates through targeted outreach and monitoring. • Worked closely with families and external agencies to provide holistic support, strengthening home-school relationships. • Delivered social and emotional support, helping pupils build resilience and manage challenges more effectively. • Reduced the risk of pupils becoming NEET by ensuring tailored pathways and sustained engagement. • Promoted inclusive practices, ensuring vulnerable learners were represented and supported across school systems. • Contributed to improved academic progress and wellbeing outcomes for identified pupils. • Enabled earlier identification of pupils requiring support, leading to proactive intervention and reduced escalation of issues.

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)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.