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	Rhyl High School
Number of learners in school	1184
Proportion (%) of PDG eligible learners	30.2%
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	HT – Mr P Collins
PDG Lead	DHT- Miss C Ellis
Governor Lead	Mike Harris

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£410,550
Total budget for this academic year (Budget allocation from DCC doesn't include grants and other income)	£410,550

Part A: Strategy Plan

Statement of intent

Ysgol Uwchradd y Rhyl is committed to improving outcomes for pupils from disadvantaged backgrounds, particularly those eligible for free school meals (eFSM) and Children Looked After (CLA). We recognise the unique and extensive challenges faced by these pupils and are dedicated to creating a supportive and inclusive environment that fosters their growth and success. To inform our planning we have identified the main barriers that disadvantaged pupils are likely to face. **Low prior attainment** – many disadvantaged pupils arrive at Rhyl High School with gaps in knowledge, understanding or skills. **Reading skills** – disadvantaged students are often less likely to read regularly outside of school or have access to a broad range of reading materials. Lack of reading fluency and poor comprehension make it difficult for them too engage with the curriculum at a deeper level. **Attendance and punctuality** – strong attendance can be a challenge due to issues such as unreliable transport, poor family engagement, financial difficulties and health concerns. These factors can reduce learning time and limit progress. **Aspirations and enrichment** – some pupils from disadvantaged backgrounds have limited ambitions and are less likely to take part in wider school opportunities. This may be influenced by financial barriers, peer pressure or lack of exposure. **Attitudes to learning and behaviour** – school tracking data shows that disadvantaged pupils are more likely to struggle with behaviour and engagement. This could stem from a range of issues including ACEs, unmet emotional needs and inconsistent routines. By implementing targeted strategies and tailored support and interventions, we aim to remove barriers to learning and ensure that every pupil has the opportunity to thrive. Our focus, as outlined in our School Development plan, is on developing strong relationships, promoting positive behaviours and creating a culture of high expectations, empowering our vulnerable pupils to achieve their full potential.

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
Improve attendance and punctuality of eFSM pupils across all year groups but with a key focus on Year 11	Attendance of FSM pupils exceeds 84% at the end of the academic year. Gap between attendance of FSM and non-FSM pupils continues to reduce.

<table>
<tr><td>Reduce the number of fixed term exclusions for eFSM pupils alongside improving the culture of excellent pupil wellbeing, behaviour and attitudes to learning.</td><td>Reduce FTE for eFSM pupils in terms of both number of incidents and number of days when compared with 2024/25

eFSM pupils are able to take account for their behaviour and access support when needed</td></tr>
<tr><td>Improve outcomes at KS4 for eFSM pupils as well as securing destinations Post 16 and reducing the number of NEETS.</td><td>eFSM pupils make progress in line with or exceeding their targets based on academic ability/potential. The core data set for eFSM pupils shows an increase in performance measure outcomes when compared with 2024/25 as well as a reduction in NEETS on leaving school. Predicted grades for eFSM pupils (Data Drop Summer Term 25) suggests that pupils will be below their target grade in all areas. However, performance is above 2024/25 results in 5 of the 6 KPIs.

<table>
<tr><td></td><td>2025/26</td><td>2024/25</td></tr>
<tr><td>ACPS</td><td>284</td><td>292.7</td></tr>
<tr><td>Best Lit APS</td><td>29.6</td><td>28.5</td></tr>
<tr><td>Best Num APS</td><td>26.4</td><td>22.4</td></tr>
<tr><td>Best Science APS</td><td>28.4</td><td>21.4</td></tr>
<tr><td>WBQ SCC APS</td><td>23.8</td><td>20.9</td></tr>
<tr><td>5A* A</td><td>5.8%</td><td>0%</td></tr>
</table></td></tr>
<tr><td>Pupils are able to access appropriate Social and Emotional Wellbeing Support</td><td>eFSM pupils feel safe and nurtured in school and know who to talk to when needed

Outside agencies use school resources to meet pupils on a regular basis and provide support where needed</td></tr>
<tr><td>Increased participation in extra curricular activities and in activities that raise aspirations</td><td>An increase in the participation of eFSM students in all additional activities to be proportionally represented.</td></tr>
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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

We will address the four areas detailed above through the appointments of staff within the pastoral attendance, behaviour and wellbeing teams targeted to support

pupils as well as through targeted evidence-based interventions and effective alternative provision.

Learning and teaching

Budgeted cost: £*380,550*

Activity	Objectives
KS3 Literacy intervention coordinator	Improve the standards of Literacy skills through targeted support and the use of bespoke teaching and learning approaches.
Wellbeing support – Learning Coach and 2 x pupil support Officers.	Enhance the learning experience for pupils with emotional and social difficulties, by providing targeted interventions and fostering a positive and supportive environment. Staff are trained and can help pupils develop crucial social and emotional skills, manage their emotions, and build resilience through accredited interventions such as ELSA and Friends.
1 x Pastoral Lead and 1 x Pastoral Support intervention officer	Provide individualized support, help develop positive behaviour strategies, and foster a supportive learning environment. Track pupil progress, monitor their engagement with interventions, and provide feedback to teachers and other staff members as well as parents and professionals.
Allocation of Data Manager salary (0.5) AB	Produce and analyse data for FSM pupils and non-FSM pupils so intervention can be targeted to ensure the best outcomes.
Lead for EBD provision at Key Stage 4	Contribute to supporting the progress both academically and socially of identified pupils in Years 10 & 11 by providing tailored provision to support them to attend school regularly, access a bespoke curriculum and address barriers to learning in a nurturing and highly structured environment. Collaborate with teaching staff and HOD's to adapt learning plans to support outcomes. The provision has supported in our mission to close the gap between the performance and outcomes of Non-FSM and eFSM pupils at the end of year 11.
Fund Education provision in College	Provide vocational courses for a small number of eFSM pupils to increase attainment levels and ensure all pupils

(EPIC) and offsite provision 2 days a week.	leave school with a qualification. Reduce number of NEET's.
Targeted support for KS3 pupils to develop literacy and numeracy skills	Provide appropriate intervention through small group tutoring and mentoring that leads to accelerated progress.

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: £5,000

Activity	Objective
Uniform and equipment fund	Welsh Government and Joseph Rowntree Foundation cite uniform support as effective strategy to improve inclusion and readiness for school.
Access to enrichment activities	Support funding for trips, residentials, visits or extra-curricular activities to build confidence, engagement and cultural capital.
Provide earlier intervention in attendance issues for eFSM pupils	Work with the primary cluster to identify and act on concerns with eFSM pupils.

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

Budgeted cost: £ *25,000*

Activity	Objective
Tute provision	Provides an alternative education for pupils who cannot attend school, ensuring they continue their learning journey with live, interactive lessons tailored to their needs. This includes both short-term needs, like those arising from temporary absences, and longer-term alternative provision for pupils with more complex barriers to attending school. This ensures continued access to education for vulnerable and hard to reach pupils, helping

	them stay on track academically while addressing wellbeing and engagement needs.
Revision resources	Targeted packs and study packs for eFSM students in KS4 to include revision guides, stationary, flashcards and online subscriptions. This will support raising levels of achievement and reduce stress in exams.
Access to enrichment activities	Partial funding/funding of trips, residentials, visits or extra-curricular activities for eFSM pupils. This will build self-confidence, engagement and cultural capital.
Develop further Careers Wales support	Ensure Careers Wales adviser ensures eFSM pupils are priorities for support and guidance.

Total budgeted cost: £ *410,550*

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
Wellbeing support – Learning Coach and 2 x pupil support Officers.	Pupil voice surveys indicate that pupils feel well supported and are able to access support to improve Wellbeing and mental health. Over 300 pupils have accessed support via our Wellbeing intervention team during 2024/25. School staff have accessed training in relation to Trauma Informed approaches for supporting pupils.
Attendance Admin Officer	Across Wales, the Secondary attendance for FSM pupils for 24/25 was at 80.9% up 1.2% from last year. Our FSM attendance for this year was above the Wales average at 81.2% and a 4% increase on last year. The gap between attendance of FSM and non – FSM has reduced in all year groups with the exception of Year 8
1 x Pastoral Lead and 1 x Pastoral Support intervention officer	Strong pastoral systems and processes are understood and used effectively. Pastoral Leaders have introduced interventions groups to support with particular patterns of concern to improve behaviour across the school and reduce incidents of negative behaviours that require escalation.

	Exclusion data for FSM pupils in Year 11 compares favourably with exclusions of non Fsm pupils in the year group for 24/25 but in other year groups, the gap remains significant and will continue to be an area of focus.
Allocation of Data Manager salary (0.5)	RICO has been developed as a measure of the pupils most at risk of facing adversity due to depravation and other ACE's. Staff have received training to support with using the data effectively to target curriculum support.
Lead for EBD provision at Key Stage 4	28 pupils across Year 10 & 11 accessed support via our Hafan provision. The support successfully supported pupils to increase their attendance, attend exams and engage in a range of opportunities and learning experiences.
Fund Education provision in College (EPIC) and	15 pupils in Year 11 successfully completed a full time vocational course in College.
Tute	11 eFsm pupils accessed online live lessons during both short term and longer-term periods of facing difficulties accessing the school setting.