



# Pupil Development Grant (PDG) Impact Report - The Maelor School (2024-2025)

## Introduction

The Maelor School received **£81,650 in Pupil Development Grant (PDG) funding** for the academic year 2024-2025. This funding was strategically allocated to reduce the barriers to learning faced by pupils eligible for Free School Meals (FSM), ensuring they can achieve in line with, or beyond, their peers.

The funding supported a range of targeted initiatives designed to address the key challenges identified within our PDG strategy. Specifically, the grant was directed towards:

- **Raising Attainment:** Investment in high-quality teaching and learning, including standardised diagnostic assessments and subject-specific professional development, enabling staff to identify gaps in knowledge and implement targeted teaching approaches.
- **Improving Literacy:** Delivery of small group reading interventions and disciplinary literacy development across subject areas, aimed at improving comprehension, vocabulary, and confidence in accessing complex texts.
- **Developing Metacognition and Self-Regulation:** Embedding strategies that help pupils plan, monitor, and evaluate their learning, supported through teacher training and structured feedback practices.
- **Supporting Wellbeing:** Funding of wellbeing curriculum sessions, form-time activities, and enrichment opportunities to enhance pupils' resilience, confidence, and engagement in school life.
- **Improving Attendance and Engagement:** Implementation of the school's updated Attendance Policy, alongside practical support such as uniform and essential resources, helping reduce barriers to participation in learning.
- **Community Engagement:** Strengthening partnerships with families and external agencies and providing alternative curriculum pathways to ensure pupils remain engaged and motivated.

Through these targeted uses of PDG funding, The Maelor School aimed not only to narrow the attainment gap but to create an environment in which disadvantaged pupils could thrive academically, socially, and emotionally.

This report evaluates the impact of our strategies and demonstrates how PDG funding has supported our learners.

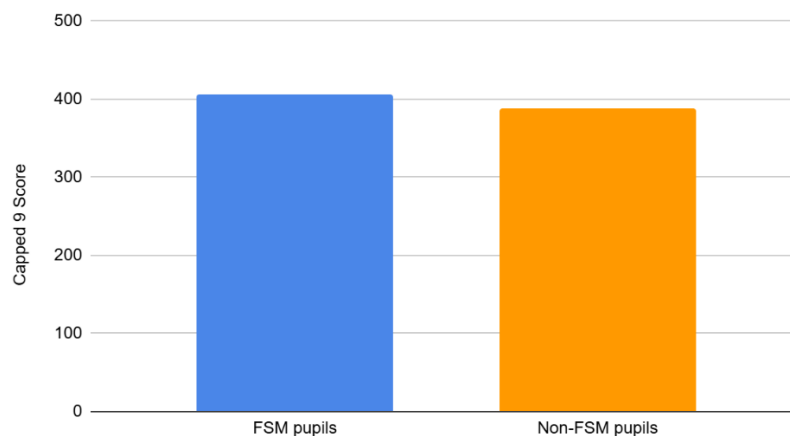
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## Outcomes

- FSM pupils outperformed their non-FSM peers in Year 11 outcomes.
- Capped 9 score:
  - FSM pupils: **405.86**
  - Non-FSM pupils: **388.54**



Capped 9 Score FSM Vs Non-FSM



This shows that pupils eligible for PDG not only closed the attainment gap but exceeded the performance of their peers.

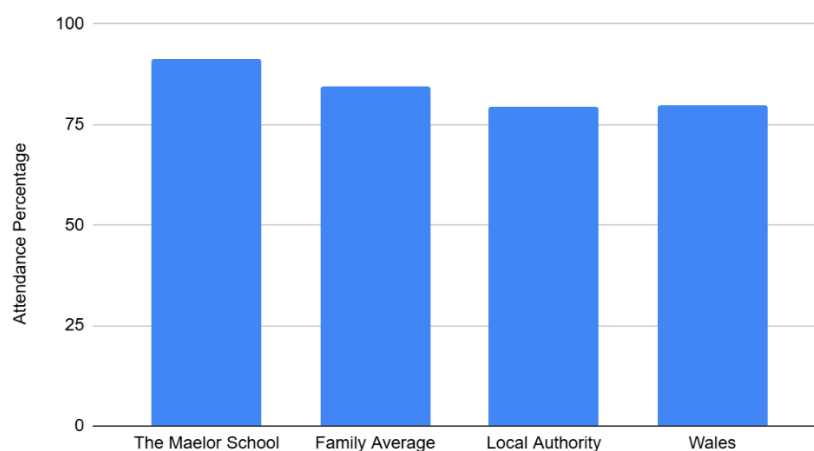
This is strong evidence that our strategy to raise aspirations and provide targeted support has had a **positive and measurable impact**.

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## Attendance

Attendance has been a key focus of our PDG strategy, recognising the strong link between regular attendance and pupil attainment. Targeted interventions, including the implementation of the updated Attendance Policy, enhanced communication with families, and the provision of practical support such as uniform and resources, have contributed to measurable improvements.

- FSM attendance dropped slightly from 93.14% in 2024 to 91.12% in 2025. Even though there was a drop last year we are still exceeding family, local authority, and national figures.
- FSM attendance at The Maelor School is now above the family average, local authority, and national figures, demonstrating the positive impact of our whole-school and targeted strategies.



This rise in attendance indicates that FSM pupils are increasingly engaged in their learning, with fewer barriers to participation. Improved attendance has supported the strong attainment



outcomes achieved by FSM pupils in 2024, ensuring that they are not only present in lessons but also able to benefit fully from the curriculum and wider opportunities.

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## **Impact of PDG Strategies**

### **1. Teaching and Learning**

- Investment in diagnostic assessments and professional development allowed staff to identify learning gaps early.
- Literacy-focused interventions (small-group reading, disciplinary literacy CPD) improved access to the curriculum.
- Evidence: FSM pupils demonstrated greater progress across subjects, with outcomes above non-FSM peers.

### **2. Developing Metacognitive and Self-Regulation Skills**

- Training in metacognitive strategies supported FSM learners to develop independence and resilience in learning.
- Teachers noted FSM pupils were better able to monitor and regulate their own progress, reflected in improved outcomes.

### **3. Targeted Support and Alternative Pathways**

- Bespoke curriculum pathways and support for individual pupils helped sustain engagement, particularly for those at risk of exclusion.
- This reduced barriers to participation and contributed to improved attainment among FSM learners.

### **4. Wellbeing and Inclusion**

- PDG funding supported wellbeing programmes, form time initiatives, and enrichment activities.
- Student voice and survey feedback highlighted increased confidence and resilience in FSM learners.
- This improved engagement and readiness to learn, contributing to their academic success.

### **5. Attendance and Engagement**

- Implementation of the new Attendance Policy, alongside practical support (e.g., uniform and resources), helped address barriers to attendance.
  - While attendance gaps remain a challenge nationally, FSM pupils at The Maelor School maintained engagement sufficient to achieve strong outcomes.
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## **Conclusion**



The use of PDG funding at The Maelor School has had a significant positive impact. For the 2024-2025 cohort:

- The attainment gap was not only closed but reversed, with FSM pupils achieving a higher capped 9 score than their non-FSM peers.
- FSM attendance dropped slightly from 93.14% in 2024 to 91.12% in 2025. Even though there was a drop last year we are still exceeding family, local authority, and national figures.
- Interventions in teaching quality, literacy, metacognition, wellbeing, and attendance have collectively supported disadvantaged learners to thrive academically, socially, and emotionally.

These outcomes clearly demonstrate the effectiveness of our PDG strategy in enabling pupils to “Realise their Potential.” Moving forward, we will continue to refine our interventions, with a particular focus on sustaining the improvements in attendance and wellbeing, while maintaining high standards of attainment for all learners.