



Newbridge School

Pupil Development Grant School Statement

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.

School Overview

Detail	Data
School name	Newbridge School
Number of learners in school	1050
Proportion (%) of PDG eligible learners	20.4%
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Thompson, Headteacher
PDG Lead	Euan Tippings
Governor Lead	S Jeffries

Funding Overview

Detail	Amount
PDG funding allocation this year	£ 244,824

Strategy Plan - Pupil Development Grant

The Pupil Development Grant (PDG) aims to raise the attainment of children from low income households. The PDG is intended to help overcome the additional barrier that poverty poses which prevents learners from disadvantaged backgrounds achieving their full potential.

The strategies implemented by the school are drawn from the most effective practice from organisations such as Sutton Trust and Education Endowment Fund, and include well-evidenced interventions to complement our educational strategy. Ultimately, we want those who have suffered disadvantaged due to the impact of poverty to have equitable educational opportunities. Our key principle is that no child is disadvantaged.

Activity in this academic year

This details how we intend to spend the PDG this year to ensure that those who have suffered disadvantage due to the impact of poverty have equitable educational opportunities. The PDG is allocated in the following way:

Planned Activity	Success Criteria/Outcome
Provide a regular calendar of literacy interventions for pupils in Key Stage 3.	Pupils involved in literacy interventions have improved literacy standards by the end of the year, especially in reading. This will be measured through NRT scores and other reading tests as appropriate.
Provide a regular calendar of numeracy interventions for pupils in Key Stage 3.	Pupils involved in numeracy interventions have improved numeracy standards by the end of the year. This will be measured through NNPT scores.
Funding for a member of senior staff to be vulnerable learner lead, monitoring, evaluating and improving provision for FSM pupils.	Outcomes for FSM pupils will improve or be of a high standard, including learning and standards, attitudes to school and self, and attendance.
Implement and use data tracking systems to identify learners' needs,	Pupils at Key Stage 4 will progress well against target grades and

target interventions and monitor impact at Key Stage 4.	expected outcomes, especially pupils claiming FSM.
Funding for members of staff in the school's Wellbeing provision to support vulnerable learners through a range of interventions including planned programmes, emergency sessions and general support through our Wellbeing Room.	Pupils will report improved emotional wellbeing/mental health. This may be evidenced through pupil surveys or other avenues eg. pupil voice. Learning outcomes for these pupils may show improvement. Attendance of these pupils will improve.
Funding for our family engagement officer to support c.40 families.	Engagement with these families will improve. Attitudes to learning for these pupils, and their attendance to school, will improve.
Purchase of resources - books and literature - to improve reading comprehension and general literacy.	Pupils will report greater satisfaction with the library and reading choices.
Provide peripatetic music lessons to FSM and other identified pupils who would otherwise not have the opportunity to partake. Music lessons provided by Caerphilly Music Service. Pupils taking music in Key Stage 4 will have their lessons funded through PDG.	Eligible pupils will begin musical instrument lessons in Year 7 and the number of FSM pupils having peripatetic lessons will increase.
Support FSM pupils in taking part in voluntary school trips – an element of the cost to be met for eligible pupils from PDG.	Uptake of FSM students to school trips is increased. Students experience a varied extra curricular diet resulting in a wider world perspective.
Discretionary funding to alleviate the direct effects of poverty on the pupils' school experience through purchasing necessary and optional items eg. uniform, school equipment, outfits for key school events such as Y11 Prom.	Pupils report greater wellbeing and lower levels of anxiety around attending school and other events.