

"1 in 5 pupils are failing to get good results not because of lack of ability but because they are from a poor background. The PDG is an opportunity for schools to address this"

PDG eligibility

- Entering reception or year 3 in primary school
 - Entering year 7 or year 10 in secondary school
 - Aged 4, 7, 11 or 14 in special schools, special needs resource bases or pupil referral units
 - Children in care every year
- (<https://gov.wales/pupil-development-grant-access>)

(<https://gov.wales/sites/default/files/publications/2018-11/what-really-works.pdf>)

PUPIL DEVELOPMENT GRANT (PDG)

For parents £125 per child except year 7 when it is £200 to recognise the increased costs associated with secondary school to buy school uniform, sports equipment and kit for out of school activities.

For schools £1,150 (2016-17) per pupil, aged 5-15 including looked after children. £300 per child aged 3-4 entering foundation phase to be spent as each school deems appropriate.

(<https://gov.wales/sites/default/files/publications/2018-03/pupil-deprivation-grant-essential-guidance.pdf>)

The specific strategies for the studied school from Sept 2019 are:

- To raise the profile and network of support for eFSM and LAC
- To ensure improved outcomes for these pupils in line with other schools
- Support wider success and attainment through a diverse programme of after school activities and enrichment activities
- Achieve well-being to ensure a more positive and resilient attitude to school
- Pupil development through courses that will offer career pathways;

<https://www.yht.wales/home.php>

By age 16, children from better off families are more than twice as likely to achieve 5 good GCSEs as those from disadvantaged homes

(<https://gov.wales/sites/default/files/publications/2018-11/what-really-works.pdf>)

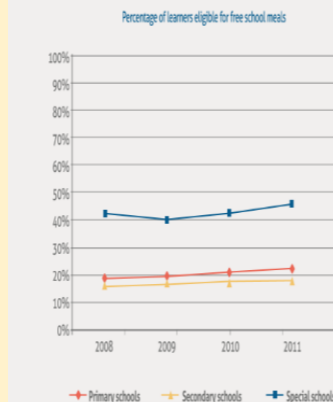
CHILDREN FROM DISADVANTAGED BACKGROUNDS ARE MORE LIKELY TO :

- Have a poor attendance record
- Perceive the curriculum as irrelevant
- Less likely to accept school culture
- More likely to have additional learning needs
- Have parents who are less likely to be involved in their children's education
- Parents who have more negative perception about education
- Be less healthy
- Not be in employment, education or training
- To have a child in their teenage years

Top 10 Strategies for tackling poverty and disadvantage in schools

- 1 Taking a whole-school, strategic approach to tackling disadvantage
- 2 Using data to track the progress of disadvantaged pupils
- 3 Improving disadvantaged pupils' literacy and learning skills
- 4 Improving the social and emotional skills of disadvantaged pupils
- 5 Improving the attendance, punctuality and behaviour of disadvantaged pupils
- 6 Tailoring the curriculum to meet the needs of disadvantaged pupils
- 7 Providing enriched experiences and a variety of extra-curricular activities and trips
- 8 Listening to pupils and encouraging participation
- 9 Engaging with parents and carers of disadvantaged pupils
- 10 Developing the expertise of staff to meet the needs of disadvantaged pupils

The link between disadvantage and educational underachievement is still strong. In general, learners from poorer families do not achieve as well as their peers.



(<https://gov.wales/sites/default/files/publications/2018-03/pupil-deprivation-grant-essential-guidance.pdf>)

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Effective%20practice%20in%20tackling%20poverty%20and%20disadvantage%20in%20schools%20-%20November%202012.pdf>

References

Estyn (2012) *Effective practice in tackling poverty*. Available at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Effective%20practice%20in%20tackling%20poverty%20and%20disadvantage%20in%20schools%20-%20November%202012.pdf> (Accessed: 13th August 2020)

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