

Critically Evaluating the Effectiveness of the Pupil Development Grant (PDG) in Educational Settings

Introduction

- Welcome!
- Poster layout and route
- Basis of this presentation
- Aims and outcomes for today
- Discussion is welcome throughout



What is the PDG?

- Introduced in 2018 and formally known as the Pupil Deprivation Grant
- Available to **all** children who access Free School Meals (FSM)
- Early Years PDG: £700
 - Year 1-11 PDG: £1,150 (Martin & O’Neill, 2019)
- Local Authorities can provide extensive lists and information
- Can be used for in school and out of school activities (Pembrokeshire County Council, 2018)

The Thinking Behind It

Helping to stop social exclusion and removing a stigma around **poverty** (Pierson, 2002)

Schools can use the grant to employ staff to further children’s learning (Walton & Goddard, 2012)

Helping children in poverty achieve the best possible outcomes (Children in Wales, 2006)

What Happens In a School?

School A

Over £40,000

Works **alongside** the school development plan and is prioritised

Pupil social participation / well-being

Improved staff expertise

Parent engagement

Improve literacy, language and communication outcomes

(School A, 2019)

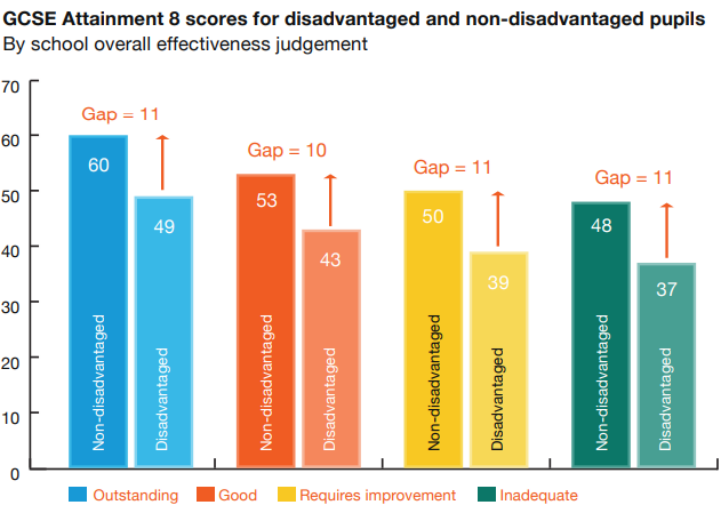


Figure 1 (Tall, 2018)

Conclusion

Importance of self-esteem (Magnusson & Nermo, 2018)

An **inclusive setting** with a **holistic approach** (Lindsay, 2007)

Opens a door to a world of opportunities not accessible

Redistributionist discourse and moral underclass discourse (Levitas, 2005)

References

CHILDREN IN WALES. (2006) *Tackling Child Poverty in Wales A Good Practice Guide for Schools*

LEVITAS, R. (2005) *The Inclusive Society? Social Exclusion and New Labour*. Palgrave Macmillan. UK.

LINDSAY, G., 2007. Educational psychology and the effectiveness of inclusive education/mainstreaming. *British journal of educational psychology*, 77(1), pp.1-24.

MAGNUSSON, C. and NERMO, M., 2018. From childhood to young adulthood: the importance of self-esteem during childhood for occupational achievements among young men and women. *Journal of Youth Studies*, 21(10), pp.1392-1410.

MARTIN, C. & O’NEILL, S. (2019) Taking a Whole School Approach to Improving the Well-being of children from low income and disadvantaged families.

PEMBROKESHIRE COUNTY COUNCIL. (2018) *School Attendance and Pupil Welfare*. Available at: <https://www.pembrokeshire.gov.uk/school-attendance-and-pupil-welfare/pupil-development-grant-access-plus> (Accessed 10th August 2020).

PIERSON, J., 2002. *Tackling social exclusion* (Vol. 3). Psychology Press.

SCHOOL A. (2019) *PDG Spending Plan 2019/2020*.

TALL, S. (2018) *6 Charts on the Attainment Gap*. Available at: <https://educationendowmentfoundation.org.uk/news/the-attainment-gap-6-key-findings-from-todays-eef-report/> (Accessed 10th August 2020).

WALTON A. and GODDARD, G. (2012) *Supporting Every Child*, London: Learning Matters