Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2026 to 2027 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.

School Overview

Detail	Data
School name	Ysgol Y Faenol
Number of learners in school	118 (plus 15 nursery)
Proportion (%) of PDG eligible learners	22% (not including transitionally protected) 31% (including transitionally protected) Forecast: 6% of current nursery aged pupils
Date this statement was published	November 2026
Date on which it will be reviewed	April 2027
Statement authorised by	R Jones
PDG Lead	R Jones
Governor Lead	K Naylor

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£37950
Total budget for this academic year	£37950

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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
To meet the needs of vulnerable learners and ensure they make appropriate progress	• Improved early identification of needs; • Timely and appropriate provision in place • Improved inclusion, progress, and wellbeing • Collaborated effectively with external agencies to meet the needs of learners
To develop learner cross curricular skills through a range of suitable strategies and processes to realise the four purposes.	• Improved communication skills, confidence, and engagement; • Improved access to the curriculum • Increased motivation, engagement, and participation; • Improved literacy and numeracy outcomes
To develop healthy attitudes and behaviours	• Improved emotional regulation, resilience, behaviour • Improved readiness to learn
To promote high rates of attendance and participation in learning	• Improved attendance and punctuality; • Improved continuity of learning; • Strengthened home–school relationships

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Learning and teaching

Budgeted cost: £18,250

Activity	Evidence that supports this approach
Deliver cross curricular learning through **active learning** approaches	Evidence from UK primary schools shows that active learning improves pupil engagement, focus, and cognitive function – Education Endowment Foundation
Increased capacity to support **speech, language, and communication needs** through targeted small-group and interventions	In UK primary schools, evidence shows that improving communication—both developing pupils' spoken language (oracy) and strengthening home-school communication with parents—is one of the most effective ways to boost academic attainment, narrow disadvantage gaps, and support child wellbeing – Education Endowment Foundation

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: £ £10,300

Activity	Evidence that supports this approach
Release time for the Additional Learning Needs Coordinator and pastoral support staff to assess needs, coordinate provision, liaise with staff and external agencies, and monitor interventions	The UK evidence base for early intervention in primary schools is overwhelmingly strong, showing that timely, targeted support narrows the attainment gap for disadvantaged pupils, boosts core academic progress – Education Endowment Foundation.

Support attendance and build relationships and communication with families, through early intervention and building family engagement opportunities.	In UK primary schools, evidence shows that improving communication—both developing pupils' spoken language (oracy) and strengthening home-school communication with parents—is one of the most effective ways to boost academic attainment, narrow disadvantage gaps, and support child wellbeing – Education Endowment Foundation

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

Budgeted cost: £7,400

Activity	Evidence that supports this approach
Delivery of tailored, bespoke emotional wellbeing support packages	Wellbeing support in UK primary schools is backed by substantial research linking emotional health directly to academic progress, attendance, and long-term life outcomes – UK Government

Total budgeted cost: £37,950

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 2025 to 2026 academic year.

Activity	Impact
Activities to support Health, Well-being and engagement of children and young people	• Learners' emotional well-being, mental health and engagement have been effectively supported using mindfulness programme and wellbeing strategies such as Incredible 5 Point Scale and Drawing and Talking. • Learner Voice indicates a positive impact • School based tracking systems (code of conduct) indicate positive impact upon levels of engagement and wellbeing.
Activities to support Learning and Teaching of cross curricular skills, including activities to support Early Childhood Play, Learning and Care	• Nearly all pupils make strong progress in developing their speaking and listening skills. • A strong reading culture supports nearly all pupils make good progress in reading. • Most pupils make good progress in mathematics.

	• Most pupils confidently use digital applications to support their learning suitably.
Attendance Support based on: Communication Targeted planning support with family members Engagement in learning	• Very robust data analysis is in place at an individual pupil level, to identify trends and individuals at risk. • High level of school-based interaction/support for some families who have greatest need/highest level of concern. • Excellent level of pastoral care and curriculum design supports development of positive and growth mindsets among pupils • Weekly sharing of attendance data with pupils – good awareness of expectations. • There is a higher rate of persistent absence amongst pupils who are entitled to free school meals compared to non-free school meals, but this gap is less than national average.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Smiling Mind	Smiling Mind
Drawing & Talking	Drawing & Talking
Incredible 5 Point Scale	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.