

School Statement – Pupil Development Grant

This statement provides details about how our school will use the PDG for the academic year 2025 to 2026. It outlines our strategy, how we intend to spend the funding during this academic year, and the impact last year's expenditure had within our school.

School Overview

Details	Data
School name	Ysgol Bro Dyfrdwy
Number of pupils in the school	113
Percentage (%) of pupils eligible for the PDG	6.8%
Publication date of this statement	February 2026
Review date	April 2026
Statement authorised by	Headteacher – A L Owen
PDG Lead	Headteacher – A L Owen
Lead Governor	Chair of Governors – Sian Williams

Funding Overview

Details	Amount
PDG allocation for this academic year	£9,200
Total budget for this academic year	£9,200

Strategic Plan

<ul style="list-style-type: none">- To provide financial support enabling groups of pupils to participate in residential visits and access music lessons.- To improve attendance rates, ensuring pupils attend school regularly and are ready to engage with their learning.- To employ teaching assistants to work within classes, providing targeted support to ensure equal access to learning opportunities for all pupils.

- To provide social and emotional support for identified pupils, supporting their wellbeing, confidence and readiness to learn.
- To widen access to enrichment activities and extracurricular opportunities
- To invest in additional resources that support pupils' health, wellbeing and emotional development.
- To employ a trained teaching assistant to plan and deliver ELSA sessions to pupils who need additional emotional support.

Intended Outcomes

This explains the outcomes we aim to achieve by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve individual pupils' literacy skills particularly reading and writing	Pupil Progress Meetings reflect improvement in Literacy skills; National Tests show progress for groups of learners; School assessment systems show positive progress
Ensure high levels of wellbeing among all groups of pupils	Improvements in pupil wellbeing reflected in ELSA, PASS, Jigsaw results; Pupil Progress Meetings reflect improvements in Wellbeing and Health
Reduce the impact of pupil deprivation and barriers to learning	Support families to enjoy a variety of extracurricular opportunities

Teaching and Learning

Budgeted cost: £4,200

Activity	Evidence supporting this approach
Teaching assistant to deliver literacy intervention	<p>National Literacy Trust: Targeted interventions are designed to help staff in schools and settings to close the learning gap for those children most at risk of falling behind.</p> <p>Reading: Reading comprehension strategies EEF</p>

	Reading comprehension strategies are high impact on average (+7 months).
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Community Schools (including: (i) building strong partnerships with families; (ii) responding to community needs; (iii) effective collaboration with other services)

Budgeted cost: £2,500

Activity	Evidence supporting this approach
Opportunities for extracurricular activities without barriers due to deprivation	<p>EEF: Parental engagement EEF Moderate impact for very low cost based on extensive evidence. Moderate impact for very low cost based on extensive evidence --+4 months.</p> <p>Outdoor learning - wide range of positive outcomes for children. Key findings from various studies, including Harvard University, include improved executive functioning, improved mental health, connection with nature and environment, enhanced learning outcomes, positive behavioural changes.</p>

Wider Strategies (e.g., Health and Wellbeing, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £2,500

Activity	Evidence supporting this approach
Teaching assistant providing a range of wellbeing programmes to all learner groups	<p>Social and Emotional: Social and emotional learning EEF Moderate impact on very low cost based on moderate evidence (+3 months).</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. SEL interventions in education are shown to improve SEL skills and are</p>

	therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.
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Externally Provided Programmes

Programme	Provider
ELSA	DCC
Jigsaw	
PASS	GL Assessment

Additional Information (optional)

<ul style="list-style-type: none"> - Recycled school uniform provided free of charge - Grants used to engage with the community
