

Annex B: Pupil Development Grant Strategy Statement

PUPIL DEVELOPMENT GRANT STRATEGY 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 Llangynnwr
Number of pupils in school	336
Proportion (%) of PDG eligible pupils	6%
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Mr Aled Davies
PDG Lead	Mrs C Rh Thomas
Governor Lead	Mrs Sarah Howells

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£23,149.00
Total budget for this academic year	£23,149.00

Part A: Strategy Plan

Statement of Intent

- *Improved outcomes of eFSM pupils.*
- *Improved attainment of eFSM pupils.*

- *EFSM pupils receive appropriate support and intervention to ensure they achieve their expected outcomes.*

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
Increased equity for eFSM pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial impact.	All pupils accessing residential educational visits. All pupils participating in extra-curricular activities. All pupils accessing curricular activities. All pupils access to food.
Improved outcomes of Efsm pupils.	Improved scores and attainment from annual baseline within the relevant interventions provided.
Improved health and well-being	Pupil well-being monitored through Speakr, class check in's, ELSA sessions and family support where appropriate.
Improved language and speech development skills of eFSM pupils.	Improved language and speech development skills shown through ChATT detailed screens after receiving intervention with teaching assistant.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Identify the needs of the pupils within this group.

- Plan the interventions required for each individual pupil that is appropriate to their needs.
- Track pupils progress within these interventions and review appropriateness and impact amending if necessary.
- Provide high quality resources and training for all staff involved in providing these interventions
- Providing a range of appropriate interventions that have proven impact through a range of assessment and are sustainable.

Learning and Teaching

Activity	Evidence that supports this approach
<i>Small group Numeracy and literacy support.</i>	Provision of additional support staff, to work with pupils in a small group on specific areas of difficulty enables targeted intervention specific to individual pupils needs.
<i>Support for pupils and family well-being</i>	Provision of specific members of staff to provide counselling to support pupils' well-being in school to improve pupils' well-being identified need. The ALNCo is the school's family liaison and provides support to families. Used also to signpost families to additional Support Services.

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

Activity	Evidence that supports this approach
Increased equity through the provision of financial support when needed to reduce barriers to learning and experiences.	All pupils need the same access to extra-curricular, curricular activities and events to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (cynefin), future aspirations and participation in school life.
Emotional Support to deal with anxiety, stress and everyday situations	All pupils are given a questionnaire which produces a score. If score is <85, class teachers also answer a questionnaire about the pupils (and any other pupils which they perceive might benefit from ELSA sessions) Support is given to those in need according to these scores.