

Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 2026 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Ysgol Bryn Hedydd
Number of learners in school	464
Proportion (%) of PDG eligible learners	21% eFSM
Date this statement was published	21.11.25
Date on which it will be reviewed	07.09.26
Statement authorised by	Geraint Evans
PDG Lead	Geraint Evans
Governor Lead	Mike Jones

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£62100
EYPDG funding allocation this academic year	£32200
Total budget for this academic year	£94300

Part A: Strategy Plan

Statement of intent

Ysgol Bryn Hedydd maintains a plan, approved and regularly reviewed by the Governing Body, which aims to raise aspirations, improve attainment and progress, and remove barriers to learning for pupils eligible for this funding. The central purpose of our Pupil Development Grant (PDG) strategy is to ensure that disadvantaged learners are well supported in achieving these aims, including sustaining progress for those entitled to Eligible Free School Meals (eFSM) who are already performing at a high level.

We recognise the range of difficulties that vulnerable learners may encounter, and therefore the school directs its PDG funding primarily towards staffing, as skilled staff are our most valuable resource. These staff members contribute positively to outcomes for all pupils, while particular attention is given to identifying and meeting the needs of eligible eFSM learners. Their progress is carefully tracked, and the impact of interventions is regularly reviewed to ensure they make appropriate progress from their individual starting points.

The initiatives funded through the PDG are designed to work together to support improvement across the school. Effectiveness is strengthened through timely early intervention as soon as a need is recognised, alongside a whole-school approach where every member of staff shares responsibility and accountability for the achievement and wellbeing of all learners.

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
Children's wellbeing and engagement with work has improved	Evidence of progress shared by staff and pupils during monitoring activities
Equal opportunities give to all children	Nearly all children to have access to trips and resources and to have attended trips /use of resources
Academic progress matches or exceeds those children that are non-FSM	Monitoring activities to recognise and report on the progress made. Nearly all pupils making expected or better progress
Attendance to have improved for eFSM pupils.	1% improvement upon previous year's attendance for eFSM and gap less than 5% between eFSM and non-FSM.

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: £74140

Activity	Evidence that supports this approach
Employ HLTA or higher to take PPA lessons. Target groups for interventions.	Teachers able to use PPA time to plan and prepare. Pupils being supported in core subjects. Progress being made.
Employ TA to support FP classes. Whole class/teacher support and groups taken to develop literacy and numeracy.	Pupils in FP making progress in their learning and needs being supported where possible.
Employ TA to support FP classes. Whole class/teacher support and groups taken to develop literacy and numeracy.	Pupils in FP making progress in their learning and needs being supported where possible.
Employ TA to support Upper school classes. Whole class/teacher support and groups taken to develop literacy and numeracy. Targeted interventions carried out to support pupils.	Pupils receiving high quality targeted intervention.

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: £10160

Activity	Evidence that supports this approach
Resources such as IT equipment or software platforms purchased to support wellbeing, literacy, numeracy	Pupils and staff utilizing relevant resources to support learning and ensure progression in learning.

Supplement trips for families in financial hardship	Children given equal opportunity and valuable experiences during their education
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £10000

Activity	Evidence that supports this approach
Part paying Admin staff to monitor and track attendance across the whole school. Purchase and use of new software to track absences.	Ensuring that children attend school through communication with parents/families. Building positive relationships.

Total budgeted cost: £ 96300

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 2024 to 2025 academic year.

Activity	Impact
Staff partially and fully employed to support learning across classes/year groups. Targeted support and interventions are in place for disadvantaged learners. Additional staff deployed to provide small-group literacy and numeracy support.	Pupils eligible for free school meals are making progress in line with peers. Most pupils making progress in learning due to targeted intervention
Staff employed to support the monitoring of attendance	Improved attendance and engagement from vulnerable groups.

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
Doodle Maths offers personalised digital maths programmes, tailored to each pupil's individual needs, with every child following their own unique work programme. Perfect for EYFS – KS3!	Doodle Learning
Our programmes for teachers, parents and children help to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home, early years settings and school.	My Happy Mind
Our main goal is to provide learning support to those most in need and our literacy programmes and numeracy programmes are used by thousands of learners across the globe. IDL was developed to support the growing number of young people who are falling through the gaps in Literacy and Numeracy.	IDL
Studybugs is a secure, digital platform designed to help parents and schools in the UK manage, track, and report student sickness and attendance, aiming to improve child health and safeguarding. It allows parents to quickly report absences via an app or website, which	Studybugs

feeds directly into school systems, while also providing real-time data on local health trends to public health teams.	
Jigsaw PSHE 3-11 is a whole-school approach to personal, social, health & economic education, building emotional resilience and an inclusive culture. Designed to help children understand themselves and their world, it supports teachers with a full, structured programme.	JigSaw