

## Ysgol Golwg Pen y Fan

### PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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.

#### ***School Overview***

<b>Detail</b>	<b>Data</b>
School name	Ysgol Golwg Pen y Fan
Number of pupils in school	37
Proportion (%) of PDG eligible pupils	15.8%
Date this statement was published	27.11.25
Date on which it will be reviewed	March 2026
Statement authorised by	
PDG Lead	Sarah Court
Governor Lead	TBC

#### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£ 48,300 (37 pupils)
EY PDG funding allocation this academic year	£ 8,050 (7 pupils)
<b>Total budget for this academic year</b>	<b>£ 56,350</b>

#### **Part A: Strategy Plan**

##### ***Statement of Intent***

The aim of PDG funding is to reduce the gap in attainment between learners eligible for Free School Meals and those who are not. At Ysgol Golwg Pen y Fan, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. The PDG places priority on the achievement of learners from disadvantaged backgrounds, ensuring there are strategies in place that will help our learners to succeed. Some learners from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to support these learners to reach their full potential, including the PDG.

Our approach to the PDG is a holistic one – we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. The Estyn report on effective use of PDG funding (2020) supports a whole school approach. Our staff know that every aspect of school life should be viewed through the eyes of a disadvantaged learner by using our ‘Golden Thread’ approach. Our PDG strategy is therefore aligned with our School Improvement Plan (SIP). We are committed to ensuring that the priorities we have for whole school improvement are delivered in a way that ensures they will impact on our disadvantaged learners.

To construct our strategy plan, we have identified the barriers that our disadvantaged learners are more likely to face and used these to shape our actions and intended outcomes. The most frequently occurring barriers at Ysgol Golwg Pen y Fan are:

Lower attainment on entry to our school. For many reasons for example hunger, lack of space to study, role as a young carer, lack of role models, our disadvantaged learners have underperformed in previous assessments and have gaps in knowledge, skills and understanding when compared to their non-disadvantaged peers.

1. Reading, particularly phonics and spelling. Our disadvantaged learners are less likely to read widely and often, less likely to have access to a wide range of reading resources outside of school, exposure to an ethos of reading for pleasure, less likely to use public libraries or read journals or newspapers. This has an impact on their cultural capital, understanding of local and national issues as well as impact on their ability to access the curriculum.
2. Attendance and punctuality. There are often additional blocks in the way of our disadvantaged learners reaching the high levels of attendance we expect at Ysgol Golwg Pen y Fan. This is due to a wide range of issues that may include: parent/carer support, transport issues, caring responsibilities, more incidents of ill health, stress or anxiety, previous experience with education or financial pressures.
3. Aspirations and wider participation. Sometimes our disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school.
4. Attitude to learning and behaviour. Internal information tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of role modelling outside of school, poor health or nutrition, adverse childhood experiences or attachment issues.

Although we are required to write a one-year strategy plan, it is important to note that many of these barriers that prevent our disadvantaged learners reaching the same level of attainment as their non-disadvantaged peers will take longer to overcome. Equally, although we are likely to make progress towards our intended outcomes in one year, we recognise that closing the attainment gap will require a long term approach and achieving the outcomes is likely to take longer. Actions below are cross-referenced to the barriers listed above.

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improve attainment of our eFSM pupils. (1)	<ul style="list-style-type: none"> <li>• Mean average outcomes in personalised assessments improves and individual children improve their progress.</li> <li>• Phonics and spelling outcomes and progression improves.</li> <li>• Other assessments, including numeracy, improve for our eFSM learners.</li> </ul>
<p>Deliver a systematic phonics programme across the school.</p> <p>Improve early decoding skills to impact on reading fluency, comprehension and overall literacy development.</p> <p>Improve opportunities for reading and sharing books at home. (2)</p>	<ul style="list-style-type: none"> <li>• Progression in phonics and spelling and reading ages of our eFSM learners improve, with an improvement with those in line with or above chronological age.</li> <li>• eFSM children are reading more regularly at home.</li> </ul>
Attendance and punctuality improves. (3)	<ul style="list-style-type: none"> <li>• Attendance of our eFSM learners improves from current %.</li> <li>• The amount of eFSM children with Persistent Absence (PA) reduces over the year.</li> <li>• Punctuality improves for eFSM children.</li> </ul>
More of our eFSM learners have broad and ambitious aspirations for their future. Greater proportions of eFSM learners engage fully in the wider participation opportunities we provide at the school. (4)	<ul style="list-style-type: none"> <li>• Greater numbers of eFSM learners participate in a range of career and aspiration opportunities.</li> <li>• Increased numbers of eFSM learners participate in our clubs, performances, and leadership opportunities e.g School council, Criw Cymraeg, Youth pupil voice participation etc.</li> <li>• Increased numbers of eFSM learners attend visits arranged by the school.</li> <li>• During visits to lessons, greater numbers of eFSM learners are actively engaged in their learning (answering questions, seeking challenge, problem solving etc).</li> </ul>
More of our eFSM learners can demonstrate perseverance,	<ul style="list-style-type: none"> <li>• Greater numbers of eFSM learners benefit from breakfast club and check-in breakfast</li> </ul>

<p>independence and a resilient attitude to learning. (5)</p>	<p>opportunities as part of class morning session, meaning they are ready to learn.</p> <ul style="list-style-type: none"> <li>• The attitude to learning data and behaviour data shows improvements for eFSM learners.</li> <li>• Numbers of exclusions, unacceptable behaviour etc decrease for eFSM learners</li> </ul>
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### Activity in this academic year

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

#### Breakdown of spend

LSA hours across campuses to support delivery of interventions – phonics, spelling, speech and language, ELSA and mathematics and numeracy - £40,600  
 Release for AHT to support and meet with parents regarding graduated response for attendance and punctuality – 10 days@ 2,500  
 Phonics and spelling resources - £500  
 Intervention resources - £ 500  
 Training release - £1,400

### Learning and Teaching

Budgeted cost: £ 48,500 (For EY PDG statement breakdown see separate statement)

Activity	Evidence that supports this approach
<p>Phonics and spelling, speech and language, mathematics and numeracy intervention (SDP 1a and b)</p> <p>Training for staff in ‘Sounds Write’ phonics and spelling programme with a focus on intervention delivery</p>	<p>EEF research shows that systematic phonics and early literacy interventions typically provide around <b>+5 months of additional progress</b>, with particularly strong impact for disadvantaged and FSM learners. Similarly, targeted early numeracy and mathematics interventions can secure up to <b>+7 months’ progress</b>, helping to close gaps for pupils who start behind their peers. EEF evaluations consistently demonstrate that structured, high-quality small-group and one-to-one programmes in phonics, language development and mathematics are especially effective for lower-attaining and eFSM pupils. Estyn highlights that schools which implement well-planned, evidence-based literacy and numeracy interventions alongside strong assessment and responsive teaching secure</p>

	<p>better outcomes for disadvantaged learners. Therefore, strengthening phonics and spelling, speech and language provision, and targeted numeracy interventions is likely to improve progress and reduce attainment gaps for our eFSM learners.</p>
<p>Graduated response to support improved punctuality and attendance led by AHT, working with EWO PCC</p> <p>Build relationships with parents and guardians to improve punctuality and attendance. (SDP 2c)</p>	<p>According to the EEF, consistently poor attendance (especially "persistent absence" — e.g. missing more than 10% of school sessions) remains a strong predictor of lower attainment and weaker behaviour and engagement at school.</p>
<p>Train staff in highly effective use of personalised assessments so that all learners, and eFSM as a priority, receive quality feedback that helps them to make accelerated progress. (SDP 1a)</p>	<p>The EEF toolkit states that effective feedback adds 6 months additional progress.</p>
<p>Work with staff to increase levels of independence and engagement of eFSM learners, by ensuring that staff know their eFSM learners, their strengths and interests as well as gaps in knowledge, skills and understanding. In addition, ensure staff are explicitly teaching the adaptive strategies these learners require. (SDP 1a)</p>	<p>Research from Education Endowment Foundation (EEF) and inspection findings from Estyn show that raising engagement, relationships, and tailored teaching for disadvantaged / free-school-meals pupils supports better outcomes. <a href="#">EEF+2Estyn+2</a></p> <p>Therefore, working with staff to increase their understanding of eFSM learners' strengths, interests and learning gaps — and explicitly teaching the adaptive strategies those pupils need — is likely to improve these learners' engagement and motivation, reduce barriers linked to disadvantage, and contribute to narrowing attainment gaps.</p>

## Community Schools

Budgeted cost: £1,500

Activity	Evidence that supports this approach
Subsidise Uniform for those who need it, provide access to swapshop	Estyn 2020 report
Employment of wellbeing staff who support learners and families both in and outside of school.  Targeted work towards attendance.	One to one interventions and mentoring are shown to lead to accelerated progress.
Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where eFSM learners are under-represented.	<b>An Unequal Playing Field:</b> Extra-Curricular Activities, Soft Skills and Social Mobility (Department of Education (England) and Institute for Policy Research) presents huge amounts of evidence of the impact of wider participation on eFSM learners
Ensure that eFSM learners receive the required support to join in with school council and lead groups and activities across the school.	This is explicitly recommended in Welsh inspection and improvement guidance. Estyn’s inspection guidance and supplementary poverty guidance ask schools to evaluate and enable how eFSM pupils “take on leadership roles... and play a full part in the life and work of the school” as part of narrowing the attainment gap. <a href="#">Estyn+1</a>
Continue to provide breakfast club and check in breakfast support	Independent evaluation of provision of breakfast for young children showed a positive impact
Provide earlier intervention in attendance issues for eFSM learners	The All Wales Attendance Framework outlines the clear links between absence and lower attainment.
Ensure that all staff are trained in holding focused attendance support and expectations with parents and guardians, support with a lead for well-being and attitudes to learning to oversee needs of families.	See above.

Budgeted cost: £ 1,500

<b>Activity</b>	<b>Evidence that supports this approach</b>
Fund curriculum-linked visits for eFSM learners	Without funding, internal evidence shows that eFSM youngsters do not attend these crucial learning experiences
Embed a whole school approach to emotional health and wellbeing	In house evidence shows this is required. Disproportionate eFSM learners required health and wellbeing support, social and emotional support.
Provide additional support, Thrive, check ins for eFSM learners who struggle to regulate their behaviour (	Social and emotional learning is shown to have moderate impact (additional 4 months progress) according to EEF toolkit
Ensure that any learner requiring it, including those in receipt of FSM, is screened for additional learning needs such as dyslexic tendencies and then receives appropriate additional support.	According to studies, dyslexic tendencies to not need to have significant negative impact on educational attainment. This relies on diagnosis and appropriate intervention. (Research into dyslexia provision in Wales, Welsh Government, 2012)
Through our whole school approach to model and grow learning leadership, ensure that opportunities taken by staff to lead on professional learning are often focused on eFSM learners, including pupil progress and CPD	The Estyn report (see earlier references) outlines that highly effective leadership is critical in improving outcomes for eFSM learners.

**Total budgeted cost: £ 48,500**

## **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.

The impact of the PDG 24-25 spend was inevitably delayed due to the recent school amalgamation in September 2025, which required significant time and resources to integrate staff, begin to align the curriculum and learning and teaching expectations, and establish consistent systems and routines across the newly formed school. Despite these challenges, key interventions were successfully implemented over two terms. While the shortened timeframe may have limited the extent of measurable impact, early indications suggest positive progress, and the foundations have been established to maximise the effectiveness of PDG-funded initiatives moving forward. These include identifying key trends and areas of development to support learners with eFSM.