

Pupil Development Grant School Statement template

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.

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 y Môr
Number of learners in school	310
Proportion (%) of PDG eligible learners	*
Date this statement was published	06.06.26
Date on which it will be reviewed	06.06.27
Statement authorised by	Elin Wakeham
PDG Lead	Rebecca Harris Jenkins
Governor Lead	Rhodri Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£23,186
Total budget for this academic year	£1,425,568

Part A: Strategy Plan

Statement of intent

At Ysgol Bryn y Môr, our aim is to ensure that all pupils eligible for the Pupil Development Grant have equal access to all aspects of school life and achieve their full potential, regardless of their economic background.

We aim to reduce the impact of poverty by:

- ensuring full access to rich and engaging curriculum experiences
- supporting pupils' emotional and social wellbeing
- improving reading standards and academic progress
- strengthening partnerships with families

Our strategy combines targeted interventions (e.g. ELSA, reading support), the development of staff capacity through specialist training, and effective collaboration with families and external agencies.

Our key principles are:

- inclusion
- equity
- early intervention
- evidence-informed practice

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
Reduce the impact of poverty on pupils	100% of eligible pupils access all school activities and experiences; no financial barriers to participation; positive feedback from pupils and staff
Improve academic progress	At least 85% of eligible pupils make progress in line with their individual targets; improvements in reading skills; narrowing of the gap between FSM pupils and their peers
Improve wellbeing and engagement	Reduction in challenging behaviours; improved attendance; increased confidence and self-esteem as evidenced through staff observations

Activity in this academic year 2026-27

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

The grant will be used to:

- support the cost of educational visits and residential trips to ensure equal access
- provide reading resources (e.g. Rapid Phonics) for use in school and at home

- deliver ELSA programmes and emotional wellbeing support
- fund additional staffing to support inclusive provision

Learning and teaching

Estimated cost: £20,000

Activity	Evidence Supporting This Approach
Staff training in Emotional Coaching and Therapeutic Play	Research highlights positive impacts on behaviour and wellbeing; school observations show improved engagement and emotional regulation
Additional teaching assistant support	Targeted support accelerates progress; school data indicates improved outcomes for supported pupils; increased participation in learning
Forest Schools Provision	Outdoor, experiential learning supports pupils' wellbeing, resilience, and engagement. Evidence from school observations shows improved confidence, social skills, and independence among participating pupils. Forest School opportunities also support emotional regulation and provide an inclusive environment where vulnerable learners can thrive and re-engage with learning

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Community-Focused Schools (Family and Community Engagement)

Estimated cost: £1,000

Activity	Evidence Supporting This Approach
Family support officer role	Strengthens relationships with families; increased parental engagement; improved attendance and wellbeing; effective collaboration with services such as the Early Help Hub

Wider Strategies (Wellbeing / Leadership / Raising Aspirations)

Estimated cost: £2,186

Activity	Evidence Supporting This Approach
Inclusion lead overseeing the PDG strategy	Ensures consistency and strategic oversight; effective use of data to identify needs early; improved intervention impact; ensures value for money

Total budgeted cost: £ 23,186

Part B: Review of outcomes in the previous academic year 2025-2026

Impact of the Pupil Development Grant (PDG)

The school has used the PDG strategically to target the needs of eligible pupils, ensuring that interventions are evidence-based and regularly monitored. As a result, the majority of pupils have made strong progress from their starting points, demonstrating improvements in wellbeing, engagement, and academic outcomes.

Summary of Impact

Activity	Impact on Pupils
Monitoring progress through self-evaluation processes and pupil progress meetings	The school has developed a detailed understanding of individual pupil needs. Data is used effectively to adapt provision, leading to more targeted interventions and improved progress over time.
ELSA and Lego Therapy programmes and Forest Schools	Pupils receiving support have shown clear improvements in emotional wellbeing, emotional regulation, and their ability to work collaboratively with others. This has had a positive impact on their readiness to learn and engagement in lessons.
Additional staff support (interventions and individual support)	The majority of pupils have made appropriate or better progress against their individual targets, particularly in literacy. Pupils demonstrate increased confidence in reading and participate more actively in their learning.
Supporting access to educational experiences and enrichment activities	All pupils have been able to fully participate in curriculum experiences, improving their social development and self-confidence. There is no evidence that financial barriers have prevented participation.
Collaboration with families and external services	Stronger relationships with families have led to improved attendance and engagement. Pupils benefit from a more coordinated and consistent approach to support.

Overall Impact

- Attendance of pupils eligible for PDG is good and, in many cases, in line with or better than their peers
- The majority of pupils make strong progress from their starting points, particularly in reading
- There are clear improvements in pupils' emotional and social wellbeing, leading to better behaviour and engagement in learning

- The school has successfully reduced barriers to learning by ensuring equal access to all school experiences

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
Forest Schools	NPT Forest school Teams
Widget	Widget on line
Speech link	Speechlink multimedia