

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025/6 academic year.

It outlines our strategy and how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Ysgol Afon Wen
Number of pupils in school	1152
Proportion (%) of PDG eligible pupils	29.3%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher - Mrs Claire Crockett
PDG Lead	Senior Assistant Headteacher - Mrs L Walters
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG Funding allocation this academic year	£361,323.34
EYPDG Funding allocation this academic year	£66,026.20
Total budget for this academic year	£427,349.54

Part A: Strategy Plan

Statement of Intent

The purpose of the Pupil Deprivation Grant (PDG) is to improve outcomes for learners eligible for free school meals (eFSM) and looked after children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

The expenditure is directed to partial costs for:

- Teaching Assistants (Literacy interventions)
- Teaching Assistants (Numeracy interventions)
- Pastoral/Wellbeing support

Ysgol Afon Wen is committed to ensuring we implement a *Golden Thread* of sustainable strategies that will create bespoke support and experiences for eligible pupils. This will be closely tracked by senior staff to ensure appropriate interventions, provision and encounters are in place to effectively address barriers for learners who may be adversely affected by poverty.

Key areas to be addressed are literacy, numeracy and wellbeing. These are encompassed within the School Development Plan priorities:

Priority IA1: Improve standards of disadvantaged pupils across all age ranges

Priority IA2: Improve pupil attendance and punctuality across all age ranges, including disadvantaged pupils

Priority IA2: Ensure all pupils, families and staff feel a real sense of belonging to the school

Priority IA3: Establish vertical and horizontal collaborations and strengthen partnership working

Intended Outcomes

Intended outcomes	Success criteria
<ul style="list-style-type: none"> ● Embed regular reviews and evaluations of disadvantaged or vulnerable learners to inform teaching strategies and interventions that support raised attainment of eligible learners in line with expectations ● Ensure data is used robustly to select, review and evaluate appropriate intervention to support disadvantaged or vulnerable learners ● Improved skills in reading and numeracy of disadvantaged or vulnerable learners ● Professional learning is conducted to ensure effective application of bespoke strategies across all phases of learning ● Promote, support and secure enhanced provision that goes beyond the classroom for disadvantaged or vulnerable learners 	<p>PDG eligible pupils:</p> <ul style="list-style-type: none"> ● Close gaps with their peers and have improved outcomes ● Intervention programmes are pupil centred, appropriate and timely to support disadvantaged learners for improved outcomes in attainment and attendance ● Leaders successfully track, review and evaluate interventions ensuring pupils are supported to address individual needs ● Many pupils make strong progress in developing their literacy and numeracy skills ● Staff practice demonstrates a strong understanding of the principles to achieve high standards and aspirations for all ● Many disadvantaged learners attend after school clubs, learning sessions/revision, community events, school trips/learning experiences outside of the classroom and have a real sense of belonging to the school

Activity in this academic year

<ul style="list-style-type: none"> ● Staff will support PDG eligible pupils with a range of literacy, numeracy and wellbeing interventions ● Staff will attend professional learning to enhance support of PDG eligible pupils ● Leaders will closely track PDG pupils' progress and skills to inform interventions ● PDG eligible pupils will have access to a wide extracurricular programme and will be supported to attend ● PDG eligible pupils will be supported to attend experiences other than at school
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Learning and Teaching

Budgeted cost: £409,576

Activity	Evidence that supports this approach
<p>Specialist literacy and numeracy teaching assistants provide a range of interventions for targeted pupils.</p> <p>Professional learning secures bespoke strategies that raises attainment of eligible learners.</p>	<p>Established literacy and numeracy programmes are used to support pupils' skill development in these areas.</p> <p>Programmes include:</p> <ul style="list-style-type: none"> • Read, Write Inc • MathsWatch • TTrackstarts • Numberbots • White Rose Maths <p>Training provided to teachers and school leaders in equity and inclusion effectively supports all learners.</p>

Community Schools

Budgeted cost: £0

Activity	Evidence that supports this approach
Not prioritised through PDG funding – addressed elsewhere	

Wider strategies

(For example, and where applicable, health and wellbeing, curriculum and qualifications, leadership and raising aspirations)

Budgeted cost: £23,395

Activity	Evidence that supports this approach
<p>Ensure all pupils feel a real sense of belonging to the school. Pupils are supported with bespoke wellbeing interventions.</p>	<p>Enhanced support raises the aspiration of pupils.</p>

TOTAL BUDGETED COST: £432,971 (£427,349.54 from PDG, £5,621.46 from school budget)

PDG Outcomes

PART B: At Ysgol Afon Wen we are committed to nurturing the potential of every pupil. Procedures for identifying pupils who require literacy and numeracy interventions have been established across all phases of the school. Many eFSM pupils in receipt of interventions make good progress from a low starting point. Teaching Assistants use well-embedded strategies to develop pupils' skills.

Personalised intervention and referring pupils for external support helps address behaviours which affect learning. Wellbeing support provided to pupils has resulted in the removal of external barriers to learning and provided pupils with security and continuity of pastoral care.

Externally provided programmes

Programme	Provider
PDG funding is not used to fund externally provided programmes	

Further information

N/A
