

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT: **YGG Bryniago**

This statement details our school's use of the PDG for the 2026-2027 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	YGG Bryniago
Number of pupils in school	191 (including 29 Nursery pupils)
Proportion (%) of PDG eligible pupils	8.3% (My Local School 2025)
Date this statement was published	08.09.2026
Date on which it will be reviewed	September 2027
Statement authorised by	
PDG Lead	Miss Nia Jones
Governor Lead	Ms Gwenda West

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£19,778
Total budget for this academic year	£19,778

Part A: Strategy Plan

Statement of Intent

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low-income families who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies that lead to improved outcomes for these pupils.

For the academic year 2026-2027, **YGG Bryniago** will focus PDG spending on the following:

Core Areas of Focus

1. Teaching and Learning (incl. Metacognition)

- **Strategy:** Employ staff across the school to deliver targeted support for PDG pupils in literacy and numeracy through small intervention groups.
- **Literacy Focus:** Phonics, oracy (Welsh and English), reading (Welsh and English).
- **Numeracy Focus:** Numeracy strategies and reasoning.

2. Social and Emotional Learning

- **Strategy:** Provide tailored well-being support based on individual pupil needs through small group and one-to-one interventions.

3. Enrichment and Experience

- **Strategy:** Continue to provide access to residential visits, instrumental lessons, and other enrichment opportunities by removing financial barriers.

Benefits of the 2026-2027 PDG Strategy

- **Improved Literacy and Numeracy Outcomes:** Focused interventions will help close attainment gaps in core subjects.
- **Enhanced Oracy Skills:** Pupils will develop confidence and fluency in both Welsh and English, supporting broader learning and communication.
- **Stronger Mental Arithmetic:** Pupils will build foundational skills that support problem-solving across the curriculum.
- **Personalised Well-being Support:** Tailored interventions will address emotional and mental health needs, improving engagement and resilience.
- **Smaller Group Support:** Pupils will benefit from more focused attention and differentiated instruction.
- **Equal Access to Enrichment:** All pupils, regardless of background, will have opportunities to participate in experiences that enhance learning.
- **Sustainable Impact:** Investing in staff capacity ensures long-term support structures are in place.

- **Whole-School Ethos:** Promotes inclusion, equity, and a nurturing environment for 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
1. Teaching and Learning (incl. Metacognition) To secure effective identification of need for disadvantaged pupils, including their circumstances, current achievement and progress, with clear procedures for tracking individual progress.	• Through effective literacy intervention groups, pupils will: • Raise literacy standards • Improve standards across the curriculum • Develop confidence in speaking and listening (Welsh and English), phonics, spelling, reading, writing, and handwriting Through effective numeracy intervention groups, pupils will: • Raise numeracy standards • Select appropriate numerical strategies for problem solving • Explain their methods and reasoning clearly Overall, the school will: • Equip pupils with lifelong learning skills • Ensure FSM pupils reach their full potential
2. Social and Emotional Learning	The school will implement effective strategies to support FSM pupils' well-

	being through: • Targeted individual interventions for pupils at greater emotional risk • Tailored well-being support based on specific individual needs, with a focus on early intervention
3. Enrichment and Experience To ensure access to high-quality learning experiences and enrichment activities by removing financial barriers to participation.	All FSM pupils will be offered: a) Free fruit daily b) Free Foody Friday snack c) Access to second-hand uniform via the PTA shop d) Free transport for one-day educational visits e) Free transport for school competitions f) Free instrumental lessons (Years 3–6) g) <i>25% subsidy for Year 4 residential visit</i> h) 25% subsidy for Year 5 residential visit i) 50% subsidy for Year 6 residential visit j) Free access to pre-breakfast club (07:50–08:20) k) Free access to after-school curriculum clubs (e.g. cookery) l) No financial contribution expected on charity fundraising days m) No charge for personal items at Christmas or Summer Fair n) Free ticket(s) for parent(s)/guardian(s) to attend one Christmas performance

Activity in this academic year

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

The school will use the majority of the PDG allocation to ensure that FSM pupils have access to a teaching assistant in order to support the pupils within small intervention groups within:

- Literacy

- Numeracy
- Well-being

The school will also use part of the grant to support FSM pupils who wish to attend the following residential visits:

- Years 4 and 5: Gwersyll Yr Urdd, Caerdydd (25% contribution paid by the school)
- Year 6: Gwersyll Yr Urdd, Llangrannog (50% contribution paid by the school)

The school will also use part of the grant to support FSM pupils who wish to learn to play an instrument in school. The school will pay the annual cost of learning one instrument within school.

Learning and Teaching

Budgeted cost: **£19,788**

Activity	Evidence that supports this approach
<i>Literacy, numeracy and well-being intervention groups</i>	• Staffing structure • Sumdog • WellComm • Tric a Chlic • Drilio Disglair • Monsters Phonics • NFER assessments • GL assessments

Community Schools

Budgeted cost: **£1000**

Activity	Evidence that supports this approach
<i>Residential visits</i>	• Year 4, 5 and 6 2026-2027 pupil lists

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

Budgeted cost: £300

Activity	Evidence that supports this approach
<i>Instrumental lessons and other school activities</i>	• Instrumental lesson registers etc. • Pre-breakfast club registrations

Total budgeted cost: £19,788

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 2020 to 2021 academic year.

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
Sumdog	
WellComm	
Tric a Chlic	
Drilio Disglair	
Monsters Phonics	

Further information (optional)

2025-2026 Progress:

PDG Learners:

Vulnerable pupils are achieving good standards in their Welsh and English reading. However, there is a need to raise the standards of PDG learners in their procedural and reasoning numeracy skills.

Many PDG learners have expected or above-standardised scores in Welsh reading . Many are making good progress in their Welsh reading or maintain consistently good standards.

Almost all PDG learners have expected or above-standardised scores in English reading. Many are making good progress in their English reading or maintain consistently good standards.

The majority of PDG learners have expected or above-standardised scores in procedural numeracy. Most are making good progress in their procedural numeracy skills or maintain consistent standards.

The majority of PDG learners have expected or above-standardised scores in reasoning numeracy. Few are making progress in their reasoning numeracy skills.

Attendance of Groups of Learners:

The attendance of PDG learners is generally lower than that of learners who are not eligible for PDG. There are a small number of PDG pupils in the school. However, a pattern is seen across the school of absence due to illness and holidays among PDG learners.

2025-2026 Attendance Data

Attendance Percentage Report

Ysgol Gynradd Gymraeg Bryniago

For the Period 03/09/2025 to 17/07/2026

Compulsory Students

Group	Total Possible	Total Present	Total AA	Total UA	Total Students	Stu. with AA	Stu. with UA	Stu. with Absence	P%	UA%	Stu. with UA%
Y1	372	326	36	10	1	1	1	1	87.63%	2.69%	100.00%
Year 1	372	326	36	10	1	1	1	1	87.63%	2.69%	100.00%
CI	372	357	4	11	1	1	1	1	95.97%	2.96%	100.00%
Y2	1872	1700	147	25	5	5	2	5	90.81%	1.34%	40.00%
Year 2	2244	2057	151	36	6	6	3	6	91.67%	1.60%	50.00%
Y4/5 IJ	372	350	15	7	1	1	1	1	94.09%	1.88%	100.00%
Year 4	372	350	15	7	1	1	1	1	94.09%	1.88%	100.00%
Y5/6	748	667	77	4	2	2	2	2	89.17%	0.53%	100.00%
Year 5	748	667	77	4	2	2	2	2	89.17%	0.53%	100.00%
Total	3736	3400	279	57	10	10	7	10	91.01%	1.53%	70.00%

The best attendance among PDG learners is seen in Canolfan Iago, Year 4/5. The lowest attendance is among PDG learners in Year 1, Year 2 and Year 5/6.

Breakfast/Care Clubs and Extracurricular Clubs for Groups of Learners:

The school offers free access to the care club for pupils eligible for PDG. However, very few PDG learners attend the care club or breakfast club. Very few PDG-eligible learners attend extracurricular curriculum clubs either. A small number of ALN (Additional Learning Needs) learners attend the care/breakfast club occasionally.

School Snack:

Almost all pupils eligible for PDG are offered one free snack daily at school.

Educational Visits:

Almost all pupils eligible for PDG attend educational visits. The school supports these learners financially, e.g., by paying travel costs for visits and/or covering 25%/50% of the cost of residential visits.

Most ALN learners attend educational visits. The school communicates closely with the parents of ALN learners beforehand to understand the parent/guardian's intentions if the learner has significant needs. The school will plan around the parent/guardian's wishes, e.g., ensuring the pupil attends school on the day or putting specific steps in place to support the learner's needs.