

Ysgol Cefn Meiriadog



Pupil Development Grant School 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

Detail	Data
School name	Ysgol Cefn Meiriadog
Number of learners in school	60
Proportion (%) of PDG eligible learners	13%
Date this statement was published	9 th September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Mrs Laura Martin
PDG Lead	Mrs Laura Martin
Governor Lead	Mr Greg Parry

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£14,950
Total budget for this academic year	£367,738

Part A: Strategy Plan

Statement of intent

At Ysgol Cefn Meiriadog we are committed to ensuring that all children, regardless of background or circumstance, thrive academically, socially, and emotionally. The Pupil Development Grant (PDG) is used purposefully to reduce barriers to learning, narrow the attainment gap, and provide equity of opportunity for pupils who may otherwise be disadvantaged.

Objectives:

- To improve academic progress and attainment for pupils, ensuring they are supported to meet or exceed age-related expectations.
- To enhance wellbeing, resilience, and self-confidence, enabling pupils to engage positively with learning and school life.
- To reduce barriers to learning by providing access to enrichment opportunities, digital resources, and emotional or social support.
- To strengthen family and community engagement, ensuring parents and carers feel supported in their child's education.

How Our Strategy Plan Works Towards Achieving the above objectives:

- **Targeted academic interventions:** Small group and one-to-one support in literacy, numeracy, and key curriculum areas to support progress.
- **Wellbeing support:** Access to pastoral care and wellbeing programmes that build resilience and promote positive mental health.
- **Equity of opportunity:** Funding resources such as school trips, uniform, equipment, and extracurricular activities so that no child misses out on experiences that enrich learning.
- **Parental and community engagement:** Offering workshops, support sessions, and regular communication to strengthen home-school partnerships.

Key Principles of the Strategy Plan

1. **Equity and inclusion:** Every child has the right to equal opportunities, regardless of background or circumstances.
2. **Early intervention:** Support is timely, responsive, and targeted to prevent gaps in learning from widening.
3. **High expectations:** We believe all pupils can achieve their potential with the right support, and we set ambitious goals for progress.
4. **Personalised support:** Strategies are tailored to individual needs, recognising that barriers to learning vary between children.
5. **Collaboration:** Staff, families, and external agencies work together to provide joined-up support that addresses both academic and wider needs.
6. **Sustainability:** Interventions are regularly reviewed for impact, ensuring funding is used effectively and leads to long-term benefits for 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
<p>To improve academic progress and attainment for pupils, ensuring they are supported to meet or exceed age-related expectations.</p>	<p>Identified individuals have accessed relevant support and have made progress within the intervention.</p> <p>Assessment data shows improved scores in areas of concern.</p> <p>Intervention data shows progress made in areas of concern.</p> <p>Teachers report improved transfer of skills into classwork.</p>
<p>To enhance wellbeing, resilience, and self-confidence, enabling pupils to engage positively with learning and school life.</p>	<p>Identified learners have accessed wellbeing support and feedback from learners, staff and parents is positive.</p> <p>PASS survey reflects improved engagement in school life.</p> <p>Wellbeing strategies have been audited and adapted to reflect the needs of the learners.</p>
<p>To reduce barriers to learning by providing access to enrichment opportunities, digital resources, and emotional or social support.</p>	<p>Families have been signposted to available support and uptake is positive.</p> <p>Open door policy ensures families requiring further support openly share their concerns with staff members.</p> <p>Identified individuals are supported with resources and opportunities to ensure equity of opportunity.</p>
<p>To strengthen family and community engagement, ensuring parents and carers feel supported in their child's education.</p>	<p>Parents and families are kept up to date via the Seesaw communication app.</p> <p>Parents are invited into school regularly to take part in activities alongside their child.</p> <p>Areas in the church and local woodlands have been developed to further engage our work within the community.</p> <p>Open door policy allows families to speak regularly with staff members to alleviate worries/ tackle concerns.</p>

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: £11,712

Activity	Evidence that supports this approach
<p>15 hours per week to deliver 1-1 and small group interventions in Literacy, Numeracy and Wellbeing, across the school.</p>	<p>We have a cyclical approach to supporting learners with ALN.</p> <p>Following assessments and professional dialogue those identified as requiring further support are discussed as part of an intervention programme.</p> <p>A timetable is created and monitored by the ALNCo termly to ensure learners are progressing and the intervention they are accessing is appropriate.</p> <p>We offer a range of interventions to support learners in Literacy, Numeracy and Wellbeing, these are introduced depending on the needs of the learners.</p> <p>Half termly meetings with the Interventions Lead, ALNCo, teachers and intervention learners ensure progress is adequate, learner's voices are heard and interventions remain appropriate and effective. Parents are kept up to date with the support their child is accessing, the work they do in the sessions and their next steps.</p> <p>A termly ALN action plan ensures all staff are aware of the ALN targets for the term, these are discussed in staff meetings to ensure completion and involvement by all.</p>

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: £3,238

Activity	Evidence that supports this approach
<p>Develop the church to use as a hub for the local community</p>	<p>This year we have worked with the Community Council to develop the church gardens, this project is now near completion and has been a great success.</p> <p>The children have worked with various members of the community to gain expertise and knowledge to develop the garden and now we want to turn our attention to indoors.</p> <p>We have a blank canvas indoors and would like to develop the space to be used by the school but also the community. Our aim is to begin half termly coffee mornings, to develop a form of a community fridge, a uniform swap shop and to eventually look to invite members</p>

	of the community to use the space for workshops or sessions of their choosing.
Develop the local woodlands for the whole school community to enjoy	<p>We have been using the local woodlands for the last few months following approval from the Community Council. This year's project will see classes working with the Community Council as well as the local community to develop the space into an area that can be enjoyed by all.</p> <p>The children have started to plan the spaces and will meet with the Community Council this term to share their thoughts and ideas. We will invite families to the space to support the development and to enjoy it once completed.</p>

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

Budgeted cost: £0

Activity	Evidence that supports this approach

Total budgeted cost: **£14,950**

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
<p>Deliver interventions across the school to develop skills in Literacy and Numeracy</p>	<p>Learners feel their needs are listened to, following listening to learners their thoughts are included in the ALN termly action plan. Teachers are now more aware of the work undertaken in interventions.</p> <p>Discussions and approach to interventions have been refined and now include all relevant staff, learners and parents. Those accessing an intervention have made progress and interventions have changed/ paused.</p> <p>Progress has been made by all those accessing interventions and staff reporting some improvement in the application in class.</p>
<p>Support the emotional wellbeing and behaviour of learners in the Early Years</p>	<p>EY learners have received well being support where required. Listening to Learners has taken place with those accessing an intervention, they have a good understanding of the work they do and where they feel they need support.</p>

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