

# Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 2026 financial 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 Bro Gwaun
Number of learners in school	609 (Sept 2025)
Proportion (%) of PDG eligible learners	15.44%
Date this statement was published	15.09.25
Date on which it will be reviewed	05.09.26
Statement authorised by	Alana Finn (Headteacher)  Wendy Raymond (Chair of Governors)
PDG Lead	Alana Finn (Headteacher)  Ros Bushell (Assistant Headteacher)
Governor Lead	Mrs Wendy Raymond (Chair)

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	
PDG	£106,950
PDG KS3	
<b>Total budget for this academic year</b>	<b>£106,950</b>

## Part A: Strategy Plan

### Statement of intent

Ysgol Bro Gwaun prides itself on being a truly inclusive school for students aged 11-16 years. We are passionate about ensuring that 'no child is left behind', regardless of their needs or wider life factors. We are engaged in the Raising Aspirations of Disadvantaged Young People programme and we endeavour to continue to maximise learning and teaching, to ensure that all learners can achieve their best, academically and holistically. Attendance also helps our young people to secure their most aspirational pathways and excellent attendance to school is therefore important. The school's attendance target of 93% can only be reached through deeper investment of systems, resources and staff time. We see ourselves as a community hub school and PDG will enable us to reach and achieve more in bringing people together and overcoming family-based or socio-economic barriers. This area of school strategy will have impact on individual learners as well as groups of learners. Whilst most of our learners attend school regularly, few require bespoke support to improve their attendance and therefore enhance their life opportunities. This aligns with local and national priorities. Our literacy and numeracy screening upon entry to Year 7 still shows that students have some gaps in their basic skills, which appears to be a ripple from the pandemic period. We therefore continue to focus on literacy and numeracy across the curriculum, to ensure that learners can have the most suitable foundation for building their other learning across their subjects. We also respond to our Schools Health Research Network learner survey results, by adapting our Health & Wellbeing curriculum, the numerous support bases across the school, e.g., Hendre, Corlan and Hafan (Breakfast club). The areas being targeted through this plan align with our Whole School Approach to Mental Health & Wellbeing targets. Students and staff continue to promote our vision statement: 'Angori Doeth Dyfodol Disglair', with emphasis on anchoring wisely by developing growth mindsets and promoting a bright future full of solutions.

### 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
Improve KS4 performance in key indicators with a focus on Core subject performance (Maths and Numeracy, Cymraeg and Science in particular), underachieving pupils in the bottom third and eFSM/Rady pupils.	APS scores of Core subjects to increase significantly in comparison with 2024-2025.

Continue to raise boys' standards across all Key Stages, especially Literacy at KS4. Reduce the gap in performance between eFSM and non eFSM boys.	<p>Improvement in overall achievement of boys. Improve Capped 9 boys' performance to above 351.78</p> <p>Improve the performance of boys in literacy to above 39.65</p> <p>Reduce the gap between eFSM Capped 9 outcomes to less than 50 points</p>
Improve performance of A*-C %	<p>Successfully implement strategies such as mentoring, catch-up and revision sessions. Delivery of 'SWEET' programme.</p> <p>Effectively deploy CORLAN KS4 catch up and ELSA support room for targeted pupils.</p> <p>Implement Peer-to-Peer mentoring programme to target eFSM outcomes.</p> <p>Successfully develop alternative bespoke Curriculum for target eFSM boys at KS4 e.g. Agriculture BTEC / Constr./SWEET/Prince's trust</p>
KS3 Standards-Improve % of pupils achieving above median, and decrease eFSM/non eFSM imbalance.	Increase in % of pupils to achieving above higher levels/pathways.
Develop Literacy and Numeracy skills by embedding the Literacy and Numeracy Framework	Establish intervention strategies to improve pupils' reading age and numeracy levels. e.g. ARROW reading initiative. Numeracy intervention package. Improved WNT scores.
Improve performance of eFSM pupils in comparison to non-eFSM pupils – KS3	Increase in % of eFSM pupils in KS3 attaining national test scores. Close the gap between eFSM and non-eFSM pupil performance. Improved Increase in % of eFSM pupils Cap9. Improved WNT scores.
Improve school attendance	Overall school attendance improves from 2024-25. Whole school target of 93% is achieved. The very few learners who are currently not attending school demonstrate improvements and progress in their attendance.

	Refined attendance review systems support the improvements.
Keeping Learners Safe and supported through our numerous pastoral-based areas, e.g. Enfys, Corlan, Hendre, Hafan.	Learners are aware of their personal rights and boundaries. Learners know how to keep themselves safe and understand healthy relationships. Learners know how to report concerns through school. Health & Wellbeing teachers feel confident with delivering the content of this specialist topic (RSE). Clear records of incident reports and actions taken by the Wellbeing Team and Safeguarding Team. All learners feel valued and supported within the supportive bases at school.

### Activity in this academic year

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

A significant proportion of the PDG grant will be spent on increased human capacity to support and deliver bespoke intervention programmes. Details are provided below.

### Learning and teaching

**Budgeted cost: £94,065**

Activity	Evidence that supports this approach
Deploy LSA to support pupils identified as working below target level at GCSE.	Specialist LSA will target support for vulnerable and eFSM pupils with a particular focus on Numeracy and Science.
Deploy strategies such as mentoring, catch-up and revision sessions. Delivery of 'SWEET' programme. Re-focus of CORLAN KS4 catch up and ELSA support room. Alternative bespoke Curriculum for target eFSM boys at KS4 e.g. Agriculture BTEC /Construction/SWEET/Prince's trust.	Research clearly indicates that developing appropriate provision for targeted individuals/groups significantly improves attitudes to learning and outcomes. Provision of 1:1 or small group learning also promotes a sense of belonging and improved attitudes towards learning.
KS3 'Hendre' provision for pupils requiring additional academic and emotional support. Effective implementation of all Intervention programmes for Literacy & Numeracy. Target groups identified	Research indicates clearly that intervention programmes such as ARROW have a significant impact on literacy development, including pupil reading ages. Similar packages are available to promote numeracy skill levels. Deploying skills

by SLT/YPM to mentor & support with progress of eFSM pupils discussed on individual pupil basis. Implement literacy development resources such as ARROW and numeracy intervention programmes.	intervention programmes through 1:1 or small group support further improves outcomes.
Provision of additional 'stepping-stone' teaching provision for small group of identified pupils to support transition from KS2 to KS3 mainstream, with clear focus on core skill development.	Providing small group bespoke provision at an early stage of the secondary curriculum will support pupils' emotional and academic requirements and better prepare them for mainstream education.

**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: £12,185**

<b>Activity</b>	<b>Evidence that supports this approach</b>
Provision of Breakfast Club	Working with identified families to promote the Health and wellbeing of pupils. To help them prepare positively for the working day.
Deployment of attendance support	Supporting the attendance officer to work with identified families to improve the attendance of persistent absentees and eFSM/Rady pupils. Promoting positive attendance with the pupils.

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

**Budgeted cost: £3,600**

<b>Activity</b>	<b>Evidence that supports this approach</b>
Provision of additional School Counsellor hours.	To provide increased counselling capacity for anxious and phobic pupils. Research shows that counselling has a positive impact on phobic and anxious individuals.

Total budgeted cost: £ 109,850

## 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
Improving outcomes in KS4, especially in Numeracy and Science.	Capped 9 gender gap in GCSE outcomes for 2024 = - 42.5 APS points. Capped 9 gender gap in GCSE outcomes for 2025 = 0.87 APS points. (Based on provisional results)  An improvement of + 41.63 APS points.
Improve Literacy: ARROW reading & spelling programme	In 2024 - 2025 118 pupils received an ARROW intervention in Years 7 - 9.  95% of pupils made at least 3 months progress with their reading and spelling scores after their ARROW intervention.  16 efSM pupils received an ARROW intervention.
Improve Numeracy: intervention programme	Year 7 pupils with a WNT procedural score of <95 were selected. Topics chosen for the intervention are based upon the questions pupils got wrong in entry test. 16 pupils were targeted with 13 pupils showing improvement in the entry test scores. The average WNT procedural score improvement for the group was +3.  A further group of 6 year 7 pupils completed intervention sessions after poor results in the end of year maths exam. Pupil exam marks improved by an average of 15 percentage points.
Improve engagement in nurture bases and support classes across the school, e.g., Hendre, Corlan and Enfys	Positive attendance in all nurture bases.  All pupils attended Corlan for SWEET and Entry level qualifications, gained the relevant qualifications.

### 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
ARROW	Arrow learn
SWEET	Pearson Edexcel