

Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2026 to 2027 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	616 (Jan 2026 PLASC)
Proportion (%) of PDG eligible learners	17.05%
Date this statement was published	08.09.26
Date on which it will be reviewed	06.09.27
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	£119,600
Total budget for this academic year	£119,600

Part A: Strategy Plan

Statement of intent

Ysgol Bro Gwaun is committed to ensuring that poverty is not a barrier to achievement, wellbeing or future success. Our Pupil Development Grant strategy is aligned closely with our School Improvement Plan and focuses on securing improved outcomes for learners eligible for eFSM and those facing disadvantage.

Our priorities for 2026-27 are to:

- accelerate progress for middle and lower attainers
- reduce the attainment gap between eFSM and non-eFSM learners
- improve attendance and reduce persistent absence
- strengthen literacy, reading and communication skills in English and Cymraeg
- improve learner confidence, wellbeing and engagement
- raise aspirations and secure successful future pathways
- strengthen family engagement and community partnerships

We recognise that success depends on learners attending regularly, feeling safe and supported, and receiving high-quality teaching and targeted intervention. Through strategic use of PDG funding we will provide additional academic, wellbeing and family support so that every learner can achieve their full potential.

This reflects the school vision of ensuring that every learner can thrive, succeed and look to the future with confidence.

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 outcomes for eFSM/RADY learners and learners in the bottom 30%. (Aligned to SIP priority 1)	• eFSM attainment gap reduced to ≤8 percentage points • ≥70% of eFSM learners make expected or better progress • Increased proportion of lower attainers meeting expected progress • Improved outcomes in English, Maths, Cymraeg and Science

Improve literacy and reading outcomes in English and Cymraeg. (Aligned to SIP priorities 1 and 2)	• Reading ages improve for targeted learners • Greater consistency in literacy across subjects • Improved extended writing across the curriculum • Improved literacy outcomes for eFSM learners
Improve attendance and reduce persistent absence. (Aligned to SIP priority 4)	• Whole-school attendance increases towards 92% • Persistent absence reduced • eFSM attendance gap reduced • Improved engagement and participation
Improve wellbeing, engagement and aspiration. (Aligned to SIP priorities 1 and 4)	• Increased participation in enrichment • Improved learner voice measures • Improved readiness for post-16 pathways • Increased confidence and resilience amongst vulnerable learners

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: £103,296

Activity	Evidence that supports this approach
1. Targeted Academic Intervention • Hendre provision	Research demonstrates that high-quality teaching, targeted intervention, mentoring and small-group tuition are among the most

• Corlan provision • ARROW reading intervention • Numeracy intervention • Small-group tuition for Cymraeg • eFSM mentoring programme • KS4 catch-up and revision support • Transition support for vulnerable Year 6 pupils	effective approaches for improving outcomes for disadvantaged learners.
2. Literacy and Reading Development • ARROW reading programme • Reading age assessments • Targeted reading support • Literacy interventions • Extended writing support • Welsh literacy support Directly linked to SIP priorities on disciplinary literacy and Welsh literacy. (KH – as above) (New Cymraeg teacher – as above)	Evidence shows that reading, vocabulary development and literacy intervention have a significant impact on educational outcomes and help disadvantaged learners access the wider curriculum.
Raising Aspirations and Achievement New section to reflect the SIP. • eFSM mentoring programme • Careers aspiration events with cluster schools • Peer mentoring • Revision and examination support • Targeted support for high-potential eFSM learners • Transition and post-16 support	Research shows that mentoring, aspiration-raising programmes, careers education and personalised guidance can improve engagement, confidence and outcomes for disadvantaged learners. Evidence also highlights the importance of providing vulnerable learners with access to enrichment, leadership opportunities and clear progression pathways to further education, training and employment. At Ysgol Bro Gwaun, targeted provision such as Corlan and SWEET has successfully supported learner engagement and qualification outcomes.

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: £13,775

Activity	Evidence that supports this approach
Provision of Breakfast Club and breakfast revision sessions for pupils.	Working with identified families and pupils to promote Health and wellbeing. To help pupils prepare positively for the working day and for examinations.
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

Activity	Evidence that supports this approach
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: £ 120,671

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 2025 to 2026 academic year.

Activity	Impact
Literacy and Numeracy Develop Literacy and Numeracy skills by embedding the Literacy and Numeracy Framework	Literacy 118 pupils received ARROW intervention 95% made at least 3 months progress 16 eFSM pupils accessed intervention Numeracy 13 of 16 pupils improved procedural scores - Average improvement +3 WNT points - Additional intervention group improved examination performance by 15 percentage points
KS3 Outcomes KS3 Standards-Improve % of pupils achieving above median, and decrease eFSM/non eFSM imbalance. Improve performance of eFSM pupils in comparison to non-eFSM pupils – KS3	Impact - Internal tracking data showed improved rates of progress for targeted eFSM learners and pupils in the bottom 30%, particularly where pupils accessed ARROW reading intervention, mentoring and bespoke support programmes. - The attainment gap between eFSM and non-eFSM learners remains a priority; however, targeted intervention ensured that vulnerable learners maintained engagement and improved readiness for KS4. - Reading age intervention was particularly successful, with 95% of pupils participating in ARROW making at least three months' progress and 16 eFSM learners accessing the programme. This contributed to improved literacy skills and curriculum access across subjects.
GCSE Outcomes a)Improve KS4 performance in key indicators with a focus on Core subject performance (Maths and	Impact Overall GCSE outcomes demonstrated strong performance across many key indicators, with improvements in all five school performance

Numeracy, Cymraeg and Science in particular), underachieving pupils in the bottom third and eFSM/Rady pupils b) Continue to raise boys' standards across all Key Stages, especially Literacy at KS4. Reduce the gap in performance between eFSM and non eFSM boys. c) Improve performance of A*-C %	measures compared with 2025, including Literacy, Numeracy, Science, Skills Challenge Certificate and Capped 9 score. - English Language achieved 78.2% A*-C and English Literature achieved 81.8% A*-C, both showing strong outcomes for learners and providing a secure foundation for post-16 progression. - Science outcomes were a significant strength. Biology, Chemistry and Physics each achieved 100% A*-C outcomes, while Double Science secured 83.9% A*-C. Science was identified as one of the school's strongest performing areas. - History achieved 91.5% A*-C and 61.7% A*-A, while Welsh Baccalaureate achieved 86.4% A*-C with a residual of +7.33, demonstrating strong value added and high levels of learner achievement. - Mathematics (68.3% A*-C) and Numeracy (64.1% A*-C) improved compared with previous performance and exceeded modelled outcomes, although further work is required to reduce variability between learner groups and narrow the eFSM attainment gap. - Analysis identified that outcomes for eFSM learners remain below those of non-eFSM learners in key measures. Closing this gap therefore remains a central priority for the 2026-27 PDG strategy. Strong impact evident in English, Science and Welsh Baccalaureate; Welsh language outcomes remain an area for further improvement and therefore form a key component of the 2026-27 PDG strategy.
Attendance Improve school attendance	Attendance was maintained at 91.2% - Quartile 1. Persistent absence reduced through targeted interventions and attendance support
Engagement and Inclusion	

Keeping Learners Safe and supported through our numerous pastoral based areas, e.g. Enfys, Corlan, Hendre, Hafan.	Positive attendance and engagement within Hendre and Corlan Targeted learners successfully achieved SWEET and Entry qualifications
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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