

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 Frongoch
Number of learners in school	200
Proportion (%) of PDG eligible learners	24% as of 09.2025
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Dylan Thomas
PDG Lead	Dylan Thomas
Governor Lead	Chair

Funding Overview

Detail	Amount
LAEG	£32,200
Total budget for this academic year	(LAEG - Equity Grant)

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Part A: Strategy Plan

Statement of intent



Ysgol Frongoch intends to ensure all pupils make good progress and achieve their full potential. We aim for our pupils to be ambitious and capable, enterprising and creative, ethical and informed citizens and healthy and confident. The focus of our PDG strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are already high achievers.

We will carefully consider the challenges faced by vulnerable pupils, such as those who are looked after and young carers. Ysgol Frongoch has planned use of its PDG funding for 'whole-school approaches'. These approaches can benefit all of our children. However, we will specifically support the needs of eligible PDG learners in light of the disadvantage they face. The school identifies support needs, measures progression and evaluates the effectiveness of our interventions to ensure our PDG pupils make good progress.

Providing high-quality learning and teaching is at the heart of our strategy, with a focus on areas which disadvantaged pupils require the most support. Evidence strongly suggests high-quality learning and teaching has the greatest impact on closing the disadvantage attainment gap. Focusing on high-quality learning and teaching will simultaneously benefit the non-disadvantaged pupils in our school.

Our strategy will respond to shared challenges and individual needs by utilising rigorous and diagnostic assessments. The approaches we have implemented using our Pupil Development Grant complement each other to help pupils to progress. To ensure they are effective we will:

- have high expectations of disadvantaged pupils and ensure they are challenged in their learning
- provide early intervention at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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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 punctuality and attendance of vulnerable pupils	<ul style="list-style-type: none"> • Early identification and support • Range of nurture provision available • Better punctuality/ attendance rates = better outcomes for all pupils • Pupils ready to learn
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PDG pupils.	<ul style="list-style-type: none"> • High levels of wellbeing • Pupils happy and ready to learn
Sustain high levels of progress in core skills among PDG pupils.	<ul style="list-style-type: none"> • Early identification and intervention • Identified pupils make good progress, from starting points

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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Budgeted cost: £ 32,200

Activity	Evidence that supports this approach
Fund Teaching Assistants to deliver interventions such as: Black Sheep, PATS and SALT ICP Targets with pupils to improve listening, narrative and vocabulary skills for PDG pupils who have relatively low spoken language skills.	<p>Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year:</p> <p>Communication and languages approaches EEF</p> <p>Teaching Assistant Interventions EEF</p>

<p>Deliver phonics in small groups and provide additional phonics sessions targeted at PDG pupils who require further phonics support.</p>	<p>Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin/ develop reading skills:</p> <p>Phonics EEF</p> <p>Small Group Tuition EEF</p> <p>Teaching Assistant Interventions EEF</p>
<p>Provide daily opportunities for Nurture breakfast/ wellbeing sessions</p>	<p>Daily provision for vulnerable pupils, including free breakfast and time to discuss their morning with an ELSA trained member of staff allows Pupils to be ready to learn and also allows for early identification of potential barriers to learning.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p>
<p>Deliver reading comprehension approaches in small groups to ensure higher achieving PDG pupils are reaching their full potential.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF</p> <p>Small Group Tuition EEF</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: 32,200

Activity	Evidence that supports this approach
<p>To improve the engagement of parents/carers of PDG pupils with school activities by:</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success. Parental engagement has led to a positive impact of five additional months' progress over the course of a year.</p>

<ul style="list-style-type: none"> • Hosting monthly learning events • Using a home-school app called SeeSaw to share learner progress 	Parental engagement EEF
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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
N/A	

Total budgeted cost:



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
Support all eligible learners, including those who are MAT.	All learners eligible for PDG have been supported appropriately as is evidenced by our whole school Pupil Progress Tracker and termly Meetings.
Track pupils' progress, identify underachievement and use robust intervention strategies.	Interventions are monitored for impact and pupil progress. Tracking enabled us to analyse a lot of data and gain a holistic view of our pupils to identify appropriate interventions during our termly pupil progress meetings.
Place a high priority on teaching and learning, quality feedback and metacognition.	Evidence from National tests, NFER and other relevant data [CATS, PASS] used to monitor progress, taking into account individual needs and context. Nearly all identified made at least expected progress, from starting points.
Target Early Intervention Strategies in Nursery.	Our assessments and observations indicated most of the PDG Nursery pupils made progress in their target areas.

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
N/A	

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