



Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2026 to 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	Ysgol Frongoch
Number of learners in school	198
Proportion (%) of PDG eligible learners	19%
Date this statement was published	May 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Jane Parry
PDG Lead	Dylan Thomas
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£37 950 (+£5 750)
EYPDG (N/A)	
Total budget for this academic year	£37950

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 our children. However, we will specifically support the needs of eligible PDG learners considering 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

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	• 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 vulnerable pupils.	• High levels of wellbeing • Pupils happy and ready to learn
Sustain high levels of progress in core skills among vulnerable groups of pupils.	• Early identification and intervention • Identified pupils make good progress, from starting points

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: £ 19,094

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.	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: Communication and languages approaches EEF Teaching Assistant Interventions EEF
Deliver phonics in small groups and provide additional phonics sessions	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

targeted at vulnerable pupils who require further phonics support.	that phonics is particularly beneficial for younger learners as they begin/ develop reading skills: Phonics EEF Small Group Tuition EEF Teaching Assistant Interventions EEF
Provide daily opportunities for Nurture breakfast/ wellbeing sessions	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. Breakfast clubs found to boost primary pupils' reading writing... EEF
Deliver reading comprehension approaches in small groups to ensure higher achieving PDG pupils are reaching their full potential.	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. Reading comprehension strategies EEF Small Group Tuition EEF

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: £ included in above and below figures

Activity	Evidence that supports this approach
To improve the engagement of parents/carers of Vulnerable pupils with school activities by: • Hosting monthly learning events • Using a home-school	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. Parental engagement EEF

app called SeeSaw to share learner progress	
Improve Attendance/ punctuality of persistently absent children by supporting families as early as possible.	Evidence clearly shows that improved punctuality and attendance leads to better outcomes for learners. There is evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils. Attendance-and-Persistent-Absence-ESC-Submission.pdf

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

Budgeted cost: £ 18,856

Activity	Evidence that supports this approach
Funding a nurture lead who will focus on the intended outcomes of this plan which will include: • Increase in nurture provision • Earlier intervention and signposting with a particular focus on our vulnerable families	Increase in provision for vulnerable pupils, including free breakfast 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/ signposting. Parental engagement is consistently associated with children's subsequent academic success. Breakfast clubs found to boost primary pupils' reading writing... EEF Parental engagement EEF

Total budgeted cost: £ 37,950

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 2025 to 2026 academic year.

Activity	Impact
T&L: Fund Teaching Assistants to deliver interventions such as: Black Sheep, PATS and SALT ICP Targets with	Many pupils have made strong progress, from starting points. A few pupils have been discharged from the SALT service as a result of their strong progress.

pupils to improve listening, narrative and vocabulary skills for PDG pupils who have relatively low spoken language skills.	
T&L: Deliver phonics in small groups and provide additional phonics sessions targeted at PDG pupils who require further phonics support.	Most pupils have made strong progress from their respective starting points. A few pupils have received further, targeted intervention [including SALT referral/ intervention] as a result of early identification of the level of need]
Wellbeing: Provide daily opportunities for Nurture breakfast/ wellbeing sessions	Most pupils' anxiety levels and subsequently their punctuality and attendance have improved as a result of this provision, which has also fed into further intervention which again in turn has improved individual's wellbeing
T&L: Deliver reading comprehension approaches in small groups to ensure higher achieving PDG pupils are reaching their full potential.	Most higher achieving PDG readers have made strong progress, and have more access to higher level texts which further develops their vocabulary
Community: To improve the engagement of parents/carers of PDG pupils with school activities by: • Hosting monthly learning events • Using a home-school app called SeeSaw to share learner progress	Reading skills, Maths number operations, Incidental Welsh, Health and Wellbeing and Reading for pleasure sessions were well attended by parents, including some of our most vulnerable families.

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
ELSA, Seasons for Growth	

Further information (optional)

Foodbank-Directed to by school [either individually or by group communication]
 Uniform Exchange? Recycled uniform and given to local uniform providers.
 Visits are well attended by PDG pupils, including residential- if they wish to attend