

Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2024 to 2025 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.

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 Treffynnon
Number of learners in school	503
Proportion (%) of PDG eligible learners	28.6%
Date this statement was published	01.04.2024
Date on which it will be reviewed	31.03.2025
Statement authorised by	John Weir
PDG Lead	John Weir
Governor Lead	Norma Collin

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£138,000
PDG Smoothing Figure	£15,080
Total budget for this academic year	£153,080

Part A: Strategy Plan

Statement of intent

The purpose of the Pupil Development Grant is to improve the educational attainment and achievements of pupils who are entitled to free school meals (eFSM).

WG Definition 2018 - The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.

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
Robust assessment, evaluation and accountability arrangements supporting a self-improving system	A robust system of assessment, evaluation, and accountability is embedded across all key stages, ensuring continuous school improvement in collaboration with partner schools. Leaders and staff utilise real-time progress tracking and forensic data analysis to inform teaching strategies and intervention planning. Self-evaluation cycles, including structured lesson observations, book scrutiny, and student voice feedback, drive targeted improvements in learning and teaching. The impact of interventions is systematically reviewed, ensuring accountability at all levels and a consistent focus on raising standards. This approach fosters a culture of reflection and responsiveness, leading to sustained improvements in student outcomes and overall school performance.
Strong and inclusive schools committed to excellence, equity and well-being	The school fosters an inclusive environment where all students, particularly those from disadvantaged backgrounds, receive equitable access to high-quality education and pastoral support. Trauma-informed practices, targeted well-being initiatives, and robust mental health support systems ensure that students feel safe, valued, and engaged in their learning. The curriculum is designed to meet the diverse needs of all learners, promoting high

	expectations and academic success. Improved student engagement, reduced behavioural incidents, and increased attendance rates reflect the school's commitment to excellence, equity, and well-being, ensuring that every student has the opportunity to thrive.
Inspirational leaders working collaboratively to raise standards	School leaders at all levels work collaboratively to drive sustained improvements in teaching, learning, and student outcomes. Through strategic leadership, professional learning, and cross-school partnerships, leaders foster a culture of high expectations and continuous development. Middle and senior leaders engage in mentoring, coaching, and targeted CPD to enhance their impact on teaching quality and student achievement. Distributed leadership ensures that all staff are empowered to take ownership of school improvement initiatives, promoting innovation and accountability. The success of this approach is evident in improved attainment, stronger teaching practices, and a shared commitment to raising standards across the school.

Activity in this academic year

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

As a school, we will implement the PDG to:

- Reduce the number of fixed-term exclusions for eFSM students
- Develop early literacy and numeracy approaches
- Ensuring learner well-being, as the foundation for learning, is the primary focus for these learners
- Increase whole school attendance
- Develop parental engagement and engagement with families to help them support their children's learning
- Provide a subsidy to those pupils who are eligible for FSM to attend educational visits and events extracurricular activities.
- Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged learners

Evidence outlined below reflects progress to 21st February 2025

Learning and teaching

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach
<p>Develop early literacy and numeracy approaches - Appoint 2x ALN Teaching assistants to support eFSM students identified with CAT4 Literacy &/or Reading & Spelling standardised scores below 84</p>	<p>he appointment of two ALN Teaching Assistants has had a significant impact on the progress and engagement of eFSM students identified with low CAT4 Literacy and Reading & Spelling standardised scores (below 84). By providing targeted, structured support, these students have been given the opportunity to develop essential literacy and numeracy skills, leading to measurable improvements in their confidence and academic performance.</p> <p>Through small-group interventions and one-to-one support, students have shown clear progress in their reading, spelling, and numeracy abilities. The Nessy Reading Programme has resulted in 82% of participating students improving their reading age, while structured Literacy Extraction sessions have led to a 10-month average increase in reading age for those involved. Similarly, students struggling with spelling have benefited from tailored phonics-based interventions, with 90.3% showing measurable improvement in spelling assessments.</p> <p>Beyond academic progress, the presence of dedicated ALN Teaching Assistants has helped to increase student engagement in lessons, particularly for those who previously struggled with low confidence and disengagement. Students who were at risk of disengaging from learning entirely have been provided with a more personalised learning approach, which has contributed to higher levels of motivation and participation in class.</p> <p>The additional support has also strengthened early intervention strategies, ensuring that literacy and numeracy difficulties are identified and addressed at an earlier stage. This has helped to reduce the attainment gap between eFSM and non-eFSM students, aligning with the school's wider strategy to ensure that all learners, regardless of background, have equal opportunities to succeed.</p>

	In addition, the ALN Teaching Assistants have played a vital role in supporting classroom teachers by implementing differentiated learning strategies, reinforcing key literacy and numeracy concepts, and providing additional scaffolding for students who require it. This has helped to create a more inclusive learning environment, where students feel supported in developing their skills without fear of failure.
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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: £ 10,000

Activity	Evidence that supports this approach
To provide a subsidy to those pupils who are eligible for FSM to attend educational visits and events extracurricular activities.	<p>For many FSM students, cost has traditionally been a barrier to attending educational visits, residential trips, and extracurricular clubs, leading to reduced opportunities for cultural capital, social interaction, and practical learning experiences. By introducing targeted financial support, the school has seen a notable increase in participation rates, particularly among students who had previously missed out on these opportunities due to financial hardship.</p> <p>Key impacts include:</p> <ul style="list-style-type: none"> • Increased Attendance and Engagement: FSM students who have accessed the subsidy have shown higher levels of engagement in school life, contributing to an overall improvement in attendance and retention rates. • Enhanced Academic and Personal Development: Participation in curriculum-linked trips has reinforced classroom learning, allowing students to apply their knowledge in real-world contexts, which has been shown to improve knowledge retention and academic performance. • Boosted Confidence and Social Inclusion: Extracurricular activities such as sports clubs, performing arts, and

	<p>leadership programmes have given FSM students greater confidence, a sense of belonging, and opportunities to develop teamwork and communication skills. This has been particularly beneficial in supporting emotional well-being and reducing social isolation.</p> <ul style="list-style-type: none"> • Greater Aspirations and Cultural Exposure: Many FSM students have had limited experiences beyond their immediate environment. By subsidising museum visits, university outreach events, and career-related excursions, the school has helped broaden students' horizons, aspirations, and understanding of future opportunities. • Improved Behaviour and Well-being: Students who engage in structured extracurricular activities are more likely to develop positive behaviours, form meaningful relationships with peers and staff, and develop a sense of responsibility and purpose.
<p>Direct financial support in cases of hardship; this may include transport, resources, uniform. Support will be targeted to particular cases to enable parental engagement and to maximise attendance and attainment levels.</p>	<p>The provision of direct financial support to FSM students and families facing hardship has had a significant impact on attendance, engagement, and academic progress. By ensuring that students have access to essential resources such as transport, uniform, and learning materials, the school has helped remove financial barriers that previously hindered their participation in education. This support has been particularly effective in increasing attendance rates, with FSM attendance improving from 84.08% to 84.7%. Families struggling with the cost of transport have been provided with assistance, enabling students to attend school more consistently. The intervention of the Education Welfare Officer Assistant, who has conducted hundreds (880+ visits to date) of home visits, has been instrumental in encouraging reluctant students to return to school, with financial support playing a crucial role in overcoming the practical challenges that many families face.</p>

	<p>Beyond attendance, financial assistance has ensured that students can fully engage with their learning. The provision of uniform subsidies has helped to boost confidence and reduce feelings of social exclusion, while the availability of essential equipment has meant that students no longer feel disadvantaged in the classroom. This has had a direct impact on behaviour and self-esteem, contributing to a reduction in incidents that previously led to fixed-term exclusions, which have fallen by 53% compared to the previous year. By removing financial stressors, students are better able to focus on their education, resulting in a more settled and engaged school experience.</p> <p>Parental engagement has also increased as a result of this targeted support. Many families who previously felt disconnected from school life due to financial constraints have become more involved in their children's education, knowing that support is available to ensure they do not miss out on key opportunities. This has fostered a stronger home-school partnership, leading to better communication and increased participation in school activities.</p> <p>Academically, the impact of financial support is evident in the progress made by FSM students, particularly in literacy and numeracy. With access to targeted interventions, students have shown measurable improvements in reading ages, spelling, and numeracy skills. The additional support has helped to narrow the attainment gap between FSM and non-FSM students, ensuring that financial hardship does not dictate educational outcomes. By removing barriers and providing essential resources, the school has created a more inclusive and equitable learning environment where all students, regardless of their financial circumstances, have the opportunity to succeed.</p>
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 108,080

Activity	Evidence that supports this approach
<p>Reduce the number of fixed-term exclusions for eFSM students. Broaden and extend the alternative curriculum to better engage students in more meaningful / relevant courses.</p>	<p>The reduction in fixed-term exclusions for eFSM students has been one of the most significant outcomes of the school's targeted interventions. Through a combination of increased staffing capacity, trauma-informed practices, and the broadening of the alternative curriculum, students who previously struggled with engagement and behaviour have been provided with meaningful pathways that better suit their individual needs. This has led to a measurable decline in exclusions, with a 53% reduction compared to the previous academic year. The introduction of additional support structures has ensured that students receive timely interventions before behavioural issues escalate to exclusion, helping them remain in education and develop more positive approaches to learning.</p> <p>A key factor in this success has been the expansion of the alternative curriculum, which has given disengaged students access to more relevant and practical courses. By tailoring provision to better meet their interests and career aspirations, students who were at risk of exclusion have found greater motivation to attend and participate in their education. External partnerships have played a role in providing vocational pathways, including work-related learning and hands-on skill development, offering students a tangible sense of progression beyond the traditional classroom setting. The impact of these changes is evident not only in the reduced number of exclusions but also in improved student engagement, attendance, and behaviour.</p> <p>The trauma-informed approach embedded in the school's culture has further supported this reduction by helping staff understand and respond to challenging behaviours in a way that prioritises de-escalation and emotional well-being. The creation of structured interventions, alongside the development of a more personalised curriculum, has allowed students to experience success in learning, leading to a more positive school experience and a greater sense of belonging.</p>

Increase whole school attendance	The school's focused approach to increasing whole school attendance has resulted in a notable improvement, with overall attendance rising from 89.2% to 90.4%. This progress has been driven by a combination of strategic interventions, increased parental engagement, and targeted support for students who are at risk of persistent absenteeism. A proactive approach has ensured that students who struggle with attendance receive the necessary support to return to school and maintain consistent engagement with their education.
Ensuring learner well-being, as the foundation for learning, is the primary focus for these learners	The school's focus on learner well-being as the foundation for learning has led to improved engagement, behaviour, and academic progress among targeted students. Trauma-informed practices, enhanced pastoral support, and well-being initiatives have created a more inclusive and supportive environment, reducing anxiety-related absences and improving overall student resilience. By prioritising emotional and mental health, students feel more secure and motivated to engage fully in their education, leading to better attendance, reduced exclusions, and greater academic success.
DoL Leadership time (6 days) to monitor and evaluate the impact of interventions supporting wellbeing and academic needs of FSM/CLA.	The allocation of Director of Learning (DoL) Leadership time has ensured a structured and data-driven approach to evaluating the impact of interventions supporting the well-being and academic progress of FSM and CLA students. By dedicating six days to monitoring and assessment, the school has been able to identify trends, measure progress, and refine strategies to maximise student outcomes. This focused leadership time has strengthened intervention effectiveness, leading to improved engagement, attendance, and attainment among disadvantaged learners. Regular evaluation has also ensured that resources are directed where they are most needed, enhancing the overall impact of pastoral and academic support.
Run a breakfast club and a homework club with priority access for FSM/CLA.	The breakfast club and homework club, with priority access for FSM and CLA students, have significantly improved engagement, attendance, and academic performance. Providing a nutritious start to the day has ensured that students are more focused and ready to learn, reducing lateness and morning disengagement. The homework club has offered structured academic support, helping students complete assignments in a supportive

	environment, particularly benefiting those who may lack resources at home. These initiatives have not only enhanced attainment but also fostered a sense of belonging and routine, contributing to overall well-being and school engagement.
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Total budgeted cost: £ 153,080

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 2023 to 2024 academic year.

Activity	Impact
Develop early literacy and numeracy approaches	The school's approach to developing early literacy and numeracy has led to clear improvements in student attainment. The introduction of structured intervention strategies has ensured that students with low literacy and numeracy scores receive targeted support, leading to measurable progress. Disciplinary reading is now embedded across multiple subjects, improving comprehension and analytical skills, while numeracy interventions have enhanced students' ability to interpret and present data accurately. Although there remain inconsistencies in numeracy application, overall, students are becoming more confident in these essential skills, with progress evident in assessment outcomes.
Support all eligible learners, including those who are MAT.	The school has successfully implemented inclusive learning strategies that provide appropriate levels of challenge and support for all students, including those who are more able and talented (MAT). High-quality teaching, alongside rigorous assessment and tracking, has led to improved differentiation in lessons, ensuring that MAT students are consistently challenged. The use of 'Teaching to the Top' strategies has fostered deeper critical thinking and engagement, particularly in subjects where higher-order questioning is embedded. While some inconsistencies remain in ensuring all students receive an appropriately high level of challenge, progress in this area has been substantial, with

	greater student participation in enrichment activities and external academic opportunities.
Forensically track pupils, identify underachievement and use robust intervention strategies.	The introduction of a data-driven approach to tracking student progress has had a tangible impact on raising attainment. Regular assessments, combined with targeted interventions, have allowed staff to identify underachievement early and implement structured support to address learning gaps. This forensic tracking has been particularly effective for FSM and ALN students, where early interventions have led to improved literacy, numeracy, and attendance outcomes. Teachers and pastoral staff are using data more effectively to tailor interventions, and the impact is reflected in reduced exclusions, improved student engagement, and higher attainment in key subject areas.
Place a high priority on teaching and learning, quality feedback and metacognition	The school's commitment to high-quality teaching and learning is evident in the consistent improvements in classroom engagement and student outcomes. Robust feedback mechanisms, such as structured success criteria and DIRT (Dedicated Improvement and Reflection Time) tasks, have enhanced student understanding and independent learning. Lesson observations indicate that students are responding positively to well-structured questioning techniques, improved marking strategies, and opportunities to reflect on their progress. While further consistency is needed in ensuring all students develop metacognitive strategies, the impact of these approaches is already visible in the improved depth of student responses and greater resilience in tackling complex tasks.
Ensure support staff are highly trained and clearly identify the provision they are leading on	The impact of ongoing professional development for support staff has been significant, particularly in improving in-class differentiation and ALN support. Teaching assistants are now playing a more proactive role in student learning, with clear responsibilities aligned to specific interventions. Training in universal provision strategies has resulted in more effective support for students with additional learning needs, ensuring that they can access the curriculum more independently. The improvements in student engagement, classroom behaviour, and literacy/numeracy outcomes highlight the effectiveness of these training initiatives in strengthening the role of support staff within the learning environment.

Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.	The increased investment in early intervention at Key Stage 3 has significantly impacted student progress, particularly in literacy, numeracy, and well-being. Students receiving support in Year 7 and 8 have shown accelerated progress in reading age, spelling accuracy, and numerical fluency, reducing the likelihood of disengagement at later stages. The focus on pastoral support and trauma-informed approaches at this early stage has also contributed to a reduction in low-level behavioural issues. This strategy has strengthened the foundation for academic success, ensuring that students develop key skills early and are better equipped for the demands of Key Stage 4.
Develop effective systems and processes for tracking pupil's progress	The introduction of a forensic tracking system has provided staff with clear, real-time insights into student progress, enabling timely interventions to support both struggling and high-achieving students. 360 Reviews, book scrutiny, and lesson observations have strengthened the ability to monitor teaching quality and learning impact, leading to more consistent improvements across subject areas. The system has also supported whole-school decision-making, allowing leaders to allocate resources effectively to areas where intervention is most needed. The impact of these developments is evident in improved GCSE predictions, increased staff confidence in data-driven teaching, and more targeted student support.
Ensure that all PDG statements are published (school website or forwarded to GwE).	The school has maintained compliance with PDG (Pupil Development Grant) reporting requirements, ensuring that all funding allocations and impacts are transparently documented. This has reinforced accountability in resource allocation, ensuring that funding is used effectively to support disadvantaged learners. The publication of PDG statements has strengthened external validation and oversight, ensuring alignment with school improvement priorities and national education strategies. The impact of this transparency is seen in the sustained focus on equity, inclusion, and intervention effectiveness, ensuring that all students benefit from the targeted use of funding.

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	