



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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 Gymraeg Trelyn
Number of pupils in school	207 including 27 part time nursery pupils
Proportion (%) of PDG eligible pupils	10%
Date this statement was published	23/06/2024
Date on which it will be reviewed	28/04/2025
Statement authorised by	Liz Owen (HT)
PDG Lead	Liz Owen (HT)
Governor Lead	Shane Needs (Chair)

Funding Overview

Detail	Amount
Equity PDG	£29,900
Total budget for this academic year	£29,900

Part A: Strategy Plan

Statement of Intent

The funding will be used to employ teaching assistants across all progression steps to support eFSM pupils and vulnerable learners and provide social and emotional interventions in addition to numeracy and literacy interventions across the school. The teaching assistants will ensure high quality interventions and consistency in order to maintain standards and close the attainment gap at the expected levels. The intended outcome is that the attendance, emotional well-being, social skills and behaviour of vulnerable learners will improve in line with their individual targets. Tracking will show an improvement in attainment and attendance.

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 pupils' attendance with a specific focus on vulnerable groups.	Reduce attendance gap between eFSM and non eFSM children.
Improve self esteem and confidence of vulnerable learners	Vulnerable learners show that they are confident and ready to learn.
Support all learners progress ensuring that they are supported and challenged to reach their potential.	100% of eFSM pupils make good progress in their learning across all areas. eFSM learners performance compares favourably with performance of non FSM learners.

Activity in this academic year

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

Support staff support interventions such as ELSA, Lego therapy, ELKLAN, Thrive, Draw & Talk in addition to literacy and numeracy class and group support including Precision Teaching and reading and number support.

Learning and Teaching

Activity	Evidence that supports this approach
Deliver interventions to target the pupils' wellbeing, literacy and numeracy	Sutton Trust research notes TA intervention as having an impact of +4 months. Targeting phonics and reading interventions are high impact at a low cost (Sutton Trust).

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

Budgeted cost:

Activity	Evidence that supports this approach
Raise aspirations for all learners through cluster activities, school clubs and school enrichment activities.	Ensuring that all pupils have access to extra-curricular activities and enrichment activities is shown to have an impact on the attendance and attainment of eFSM pupils.