Pupil Development Grant School Statement template

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.

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 Eirias
Number of learners in school	1196
Proportion (%) of PDG eligible learners	23.66%
Date this statement was published	14 October 2025
Date on which it will be reviewed	31 March 2026
Statement authorised by	Headteacher
PDG Lead	Deputy Headteacher
Governor Lead	Responsible Officer

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£220,800
(Assuming LAEG Equity Grant)	
Total budget for this academic year	£220,800

Part A: Strategy Plan

Statement of intent

You may want to include information on: • What are your ultimate objectives for the children being supported? • How does your current strategy plan work towards achieving those objectives? • What are the key principles of your strategy plan?

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
To increase the attendance of the eFSM pupils and narrow the differential between FSM and non-FSM pupils.	Increased attendance of FSM pupils Narrowed differential between FSM and non-FSM pupils.
Support pupils Social and emotional learning by addressing barriers to learning and improving inclusion.	Pupils have support through inclusion services in school to support their social and emotional learning.
Develop approaches to support the Literacy, numeracy and digital skills of pupils.	Pupils have opportunities to develop skills. Pupils make progress in developing literacy, numeracy and digital skills.
Upskilling of staff to ensure they have the most effective pedagogical skills to support disadvantaged learners.	A highly skilled workforce, with opportunities to develop new skills.
Developing parental and family engagement to break down barriers to learning.	Increased engagement from parents and families leading to improved engagement in school.
Reduce the gap between disadvantage and educational attainment.	Data demonstrates a narrowing gap between FSM and non-FSM attainment at GCSE and A-Level.

Activity in this academic year

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

The expenditure activity is intended to be : - Staffing costs for specialist attendance and inclusion roles - Staffing costs for specialist ALN interventions and FSM - Staffing costs for initiatives in breaking the link between disadvantage and educational attainment

- Literacy and Numeracy interventions - Supporting the Skills curriculum across all key stages - Meeting with relevant course costs for training including supply cover costs

Learning and teaching

Budgeted cost: **£49,488**

Activity	Evidence that supports this approach
Professional Learning courses for staff Supporting remission for Literacy and numeracy co-ordinators	Up-skilling staff, both teaching and support so they use pedagogical approaches known to be most effective for learners from disadvantaged backgrounds, including in a blended learning context. Develop early literacy and numeracy approaches through dedicated staff time. Encourage pupils to become independent and resilient learners.
Cover for middle and senior leaders to attend meetings/complete activities designed to narrow the attainment gap.	Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged learners.

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: **£146,029**

Activity	Evidence that supports this approach
Developing high quality inclusion systems for both ALN and inclusion matters.	A proportion of our students accessing inclusion services are FSM. Better inclusion can reduce the link between disadvantage and educational attainment.

Staffing costs relating to inclusion and ALN staffing. Liaison with home to support inclusion.	Develop parental engagement and engagement with families to help them support their children's learning.
Staffing costs relating to Academic Development Co-ordinators, Attendance officer and Inclusion Manager.	Reduce barriers to learning in each year group. Levels of absenteeism are higher in FSM pupils. Give high focus to attendance link with home, by allowing capacity to make liaison with home. Higher percentages of FSM pupils access inclusion services.
Staffing costs relating to STEM co-ordinator.	Access to STEM services for MAT pupils, funding to support educational support for FSM MAT learners.
Supporting FSM learners to access wider educational activities.	Support with costs for trips on a case-by-case basis where needed/applicable.

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

Budgeted cost: **£25,283**

Activity	Evidence that supports this approach
Purchasing of inclusion materials to support FSM and vulnerable learners.	Inclusion and engagement of vulnerable children. Support pupils social and emotional learning.
Use of MS Teams and services to track progression and attendance.	Leadership Group 2 days per term minimum - HoF 1 day per term minimum. Use of MS Teams to support online collaboration.
Release costs for development of Curriculum for Wales.	Staff upskilled in the new curriculum GCSE courses and collaborations.

Total budgeted cost: **£220,800**

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
Professional learning courses	Teachers developed new skills and a range of insights into best placed classroom practice.
Staffing: ADCs, Attendance officer	A focussed approach to attendance more accurately involving home in discussion with attendance officer. ADCs focussed on school interventions to support FSM learners.
Staffing: Inclusion staffing	Inclusion services ran well and supported many students eligible for FSM. These students engaged better with school as a result.
Staffing: Literacy and numeracy leads	All students were given opportunities in literacy and numeracy as a result of the staffing in place to support them. Better mapping and planning for skills provision.
Cover costs for leadership development	Improved leadership capacity for inclusion and development of strategies

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

Further information (optional)

There are many other initiatives operating within school to support objectives – available upon request.