



School Statement - Pupil Development Grant

This statement provides details regarding 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 impact that last year's spending had within our school.

If your numbers are 5 or less, use * instead of the allocation to protect children from being identified.

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Details	Date
Name of school	Ysgol Gwaelod y Garth
Number of Pupils in School	217
Proportion (%) of pupils eligible for GDD	7%
Date of publication of this statement	April 2026
Date of review	April 2027
The statement was authorized by	Governing Body
Leading on the GDD	Helen Sharkey

Funding Overview

Details	Amount
GDD funding allocation this academic year	£21,921

Part A: Strategy Plan

Statement of intent

To ensure best value for money and ensure pupils' progress, we will monitor the impact of programmes and their effectiveness. We will use this information to make reasonable adjustments where and if necessary. As part of our monitoring, we will share our findings with those people involved for the benefit of the child where appropriate.

We will work closely with all persons affected by a pupil's development – teachers, support staff, parents/carers and the wider community in order to achieve the best outcome for the pupil. Strong relationships are key to success.

In using the grant, we will adhere to Welsh Government guidance and report to governors.



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
Improving the attainment level of those pupils affected by deprivation, reducing the gap between them and their peers in basic skills – literacy, numeracy and digital skills.	Good attainment for those pupils affected by deprivation.
Supporting good attendance for pupils affected by deprivation by improving attainment, supporting wellbeing and supporting families specifically with attendance.	Increase in pupil attendance, particularly by those affected by deprivation.
Improving pupils' wellbeing by addressing their emotional, social and physical well-being.	Emotional, social, health and wellbeing are good and pupils are supported at school.
Enriching pupils' experiences by supporting extra-curricular activities that support engagement, health and wellbeing.	Almost all pupils affected by deprivation are able to access activities.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £16,921

Activity	Evidence supporting this approach
Contribute to the cost of delivering high quality interventions to promote essential skills for pupils, led by support staff.	Pupils who need support receive specific interventions to improve skills, e.g. reading, spelling, phonics, Precision Teaching, Language Link, Maths Factor.
Contribute to the cost of key staff in the early years to ensure that all children get the best start.	Pupils who need support receive specific support and interventions to boost skills in the early years, e.g. social, emotional, literacy, oral language.



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: £1,000

Activity	Evidence supporting this approach
To provide extra-curricular clubs for all with a specific focus on enriching the experiences of specific pupils.	Staff provide extracurricular clubs twice a week and high levels of pupils attend.
Ensure an effective transition for all with a specific focus on specific pupils.	Transitional arrangements into the school, from year to year within the school and into the secondary are effective and pay particular attention to vulnerable pupils or those affected by deprivation.
Work closely with attendance officers to ensure effective tracking and specific support for specific pupils' families.	Attendance tracking arrangements are effective and give specific consideration to pupils who are affected by deprivation. The attendance percentages of groups of learners are very good.
Organise reading volunteers to promote the reading skills and wellbeing of specific pupils.	Reading volunteers support pupils with their effective reading skills and good progress.
Organise curriculum evenings and parent meetings for all with a particular focus on ensuring the attendance of specific families.	Family attendance at the curriculum evenings and individual meetings is very good, including groups of learners.
Providing access to specialists (e.g. ALN) for specific families in need of support	Families of vulnerable pupils have access to external agency support as required.
Organise a uniform exchange for all ensuring that there is specific access for target pupils.	The uniform exchange is available to all and is promoted regularly.
Provide free access to community activities (e.g. PTA) for pupils affected by deprivation.	Certain pupils receive free vouchers in order to access activities.



Wider strategies (for example and where relevant, Health and Wellbeing, Curriculum and Qualifications, Leadership and Aspiration Building)

Budgeted cost: £4,000

Activity	Evidence supporting this approach
Provide a 20% discount on educational and residential trips to all families in receipt of an essentials grant	Families of targeted pupils have access to the discount on a regular basis for each visit.
Providing free music lessons to target pupils	Families of targeted pupils have access to the free music lessons on a regular basis.
Provide children with well-being and social skills interventions led by specialised support staff.	Pupils who need support receive specific interventions to boost skills, e.g. ELSA, Talkabout.
Monitor and track attendance effectively with specific and preventative attention to pupils affected by deprivation.	Attendance tracking arrangements give specific consideration to pupils who are affected by deprivation. The attendance percentages of groups of learners are very good.

Total cost of applications: £21,921



Part B: Review of previous academic year results

PDG Results

This details the impact our PDG activity had on pupils in the 2025 to 2026 academic year.

Activity	Effect
Contribute to the cost of delivering high quality interventions to promote essential skills for pupils, led by support staff.	Almost all pupils who received bespoke interventions have made good or better progress from their baseline.
Provide children with well-being and social skills interventions led by specialised support staff.	Almost all pupils who received bespoke interventions have made good or better progress from their baseline.
Contribute to the cost of key staff in the early years to ensure that all children get the best start.	Almost all pupils who received bespoke interventions have made good or better progress from their baseline.
Provide educational and residential trips at a 20% discount to target families.	Almost all pupils were targeted for enriching educational experiences and gaining beneficial experiences to support progress and well-being.
Work closely with attendance officers to ensure effective tracking and specific support for specific pupils' families.	Attendance tracking arrangements are effective and give specific consideration to pupils who are affected by deprivation. The attendance percentages of groups of learners are very good.