



Pupil Development Grant School Statement

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.

School Overview

Detail	Data
School name	Ysgol Gymraeg Casnewydd
Number of learners in school	350
Proportion (%) of PDG eligible learners	24%
Date this statement was published	April 2025
Date on which it will be reviewed	31.3.2026
Statement authorised by	Helen Nuttall
PDG Lead	Mr S Jones
Governor Lead	Mr A Speight (CoG)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£106, 385
Total budget for this academic year	£106, 385

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- We use the PDG allocation to support pupils that could be disadvantaged due to low income. This includes identifying pupils that would benefit from resources, additional adult support or interventions to overcome barriers and support their development.
- By allocating the grant we will provide the following or similar, for targeted pupils:
 - Literacy programs
 - Emotional, wellbeing and social programs
 - Resources to support development
 - Extracurricular activities

In order to ensure the best value for money and ensure pupil progress, we'll monitor the impact of programs and their effectiveness. We'll use this information to make reasonable adaptations where and if necessary. As part of our monitoring we will share our findings with those persons concerned for the benefit of the child where appropriate.

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

In using the grant, we will adhere to WG guidelines 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
Improve attainment level of those pupils affected by deprivation, reducing the gap between them and their peers in their basic skills – literacy, numeracy and digital skills.	Improvement in attainment for those pupils affected by deprivation
By improving attainment pupils will feel more confident accessing the curriculum, therefore, improving attendance	An increase of pupil attendance, especially by those affected by deprivation
Improve wellbeing for pupils by addressing their emotional, social, health and wellbeing	Emotional, social, health and wellbeing improve and pupils are supported in school
FACE – Family and Community engagement. Develop our community engagement and support families by offering workshops on supporting pupils at home.	<p>Strong links with our community – parents/carers and wider.</p> <p>Parents/carers attend workshops on supporting pupils at home.</p> <p>Barriers between school and families are reduced.</p>

Strengthen transition for pupils by supporting with extracurricular activities that support transition.	More pupils affected by deprivation are able to access activities
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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 & Wellbeing

Budgeted cost: £101,885

Activity	Evidence that supports this approach
Further develop Learning Resource Base style class for pupils who find it difficult to engage and access the curriculum offer in their main stream class (year 3 - 6). Employ a lead teacher	Identified pupils in vulnerable group receive bespoke intervention and all pupils make good or better progress from their starting point
Resources for Hafan & ADY	Pupils have high quality resources to support their learning
HLTA/Unqualified teacher to support lead teacher in Hafan	Identified pupils in vulnerable group receive bespoke intervention and all pupils make good or better progress from their starting point.
Employ member of staff (50%) to teach nursery ensuring continuity and the same high level of expectations	Pupils receive a consistent and high standard of education during PPA + during job share
Continue with Nurture provision for identified pupils	all identified pupils receive emotional and nurture support making good or better progress

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: £2000

Activity	Evidence that supports this approach
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Employ good quality teacher for 2 days in order to ensure a high standard teaching for job share, working alongside a UPS3 + TLR staff member.	Pupils receive a consistent and high standard of education during PPA + during job share
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £2500

Activity	Evidence that supports this approach
Reduce cost on residential trips for eFSM pupils in year 5 & 6	eFSM families are able to access residential trips to support with wellbeing and enriched experiences

Total budgeted cost: £106,385

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
Employ a highly skilled HLTA to deliver Emotional, social health and wellbeing interventions,	Almost all pupils received purposeful interventions made good or better progress from their baseline
Employ an experienced teacher to lead on interventions, developing key literacy, numeracy and emotional wellbeing skills	Through high quality teaching nearly all pupils in the targeted group made good or better progress from their baseline.
Employ Teaching Assistants to support pupils within class and as part of their natural environment	Through high quality teaching nearly all pupils in the targeted group made good or better progress from their baseline.
Reduce the cost of residential trips so more pupils are able	All identified pupils were offered a reduction in cost of the residential trip. Almost all accessed the residential trip and gained lifelong experience with their peers, developing socially and emotionally.
Support visits to other settings for staff in order to	Good practice seen and shared at other settings was implemented at Ysgol Gymraeg Casnewydd. Effective



share and gain good practice

strategies to support learners was used to inform planning of programs for learning and supporting attainment.