

# School Statement

## Pupil Development Grant

This statement provides details of our school's use of the PDG for the academic year 2026 to 2027.

It outlines our strategy, how we intend to spend the funding in this academic year and the impact that last year's expenditure had within our school.

### Schools Overview

| Details                                       | Data                      |
|-----------------------------------------------|---------------------------|
| School Name                                   | Ysgol Uwchradd Tywyn      |
| Number of Pupils in the School                | 370                       |
| Proportion (%) of pupils eligible for the PDG | 18% (67 learners)         |
| Date this statement was published             | 7/9/26                    |
| Date it will be reviewed                      | September 2027            |
| Statement authorised by                       | Gwynedd Council           |
| PDG Lead                                      | David Thorp (Headteacher) |
| Lead Governor                                 | Mrs Carys Fowles          |

### Funding Overview

| Details                                       | Amount  |
|-----------------------------------------------|---------|
| PDG funding allocation for this academic year | £63,250 |
| Total budget for this academic year           | £63,250 |

## Part A: Strategy Plan

### Statement of Intent

Ysgol Uwchradd Tywyn is committed to ensuring that every learner achieves their full potential, regardless of their socio-economic background. The Pupil Development Grant is used strategically to reduce the impact of poverty on learners' attainment, attendance, wellbeing and life opportunities.

- Target support at learners facing economic disadvantage.
- Use approaches that have demonstrated a positive impact on learner progress.
- Monitor and evaluate the impact of the grant regularly.
- Ensure that resources contribute to improved educational outcomes and wellbeing.

All PDG expenditure decisions are informed by school data, pupils' needs, evidence of effective practice, and the aim of reducing barriers to learning associated with socio-economic disadvantage

### Intended Outcomes

This explains the outcomes we aim to achieve **by the end of our current strategic plan**, and how we will measure whether they have been achieved

| Intended Outcome                                                                                                                                                                                                                                                         | Success Criteria                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Improve Academic Attainment</b> <ul style="list-style-type: none"><li>• Provide targeted literacy and numeracy interventions.</li><li>• Use learning support and mentoring programmes.</li><li>• Ensure access to digital resources and learning materials.</li></ul> | <ul style="list-style-type: none"><li>• The percentage of PDG-eligible learners who make the expected progress or better in literacy increases.</li><li>• The percentage of PDG learners who make the expected progress or better in numeracy increases.</li><li>• The attainment gap between PDG learners and their peers is reduced.</li></ul> |

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|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• The proportion of PDG learners who achieve their individual targets increases.</li> <li>• Tracking data shows positive progress among learners receiving targeted interventions</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| <b>Improving Attendance and Engagement</b> <ul style="list-style-type: none"> <li>• Provide targeted pastoral support.</li> <li>• Work closely with families to improve attendance.</li> <li>• Reduce barriers that prevent full participation in school life.</li> </ul>  | <ul style="list-style-type: none"> <li>• Average attendance of PDG learners improves compared with the previous year.</li> <li>• The number of PDG learners who are persistently absent decreases.</li> <li>• The number of exclusions and behaviour incidents among PDG learners decreases.</li> <li>• More PDG learners participate fully in lessons and school activities.</li> <li>• Feedback from pupils and staff shows improved engagement with learning.</li> </ul>                                                                            |
| <b>Support Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Provide access to emotional and wellbeing support.</li> <li>• Develop learners' resilience and self-esteem.</li> <li>• Support transition and key stages in a pupil's school life.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners receiving wellbeing support show improvements in their emotional wellbeing and resilience.</li> <li>• Pupil voice questionnaires show that PDG learners feel safe, supported and part of the school community.</li> <li>• The number of intensive wellbeing referrals decreases over time.</li> <li>• More PDG learners report high levels of confidence and self-esteem.</li> <li>• Transition between the primary and secondary sectors is successful for the majority of PDG learners.</li> </ul> |
| <b>Expand Experiences and Aspirations</b> <ul style="list-style-type: none"> <li>• Support participation in extracurricular activities.</li> <li>• Provide additional cultural, vocational and educational opportunities.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Participation of PDG learners in extracurricular activities increases.</li> <li>• More PDG learners take part in educational visits and enrichment experiences.</li> <li>• Learners demonstrate increased awareness of education, training and career opportunities.</li> </ul>                                                                                                                                                                                                                               |

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| <ul style="list-style-type: none"> <li>Develop aspirations and raise expectations for further education, training and employment.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil feedback shows higher aspirations for their future.</li> <li>More PDG learners successfully progress to further education, training or employment</li> </ul> |
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## Activities in This Academic Year

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

|                                                                                                                      |
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| Educational intervention staffing<br>Wellbeing intervention staffing<br>Learning materials<br>Enrichment experiences |
|----------------------------------------------------------------------------------------------------------------------|

## Teaching and Learning

Budgeted Cost £27,800

| Activity                                                                                                                                 | Evidence Supporting this Approach                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mentoring sessions as needed with Learning Coaches to support pupils in developing and achieving working targets                         | Records of mentoring sessions, pupils' individual targets, progress reviews, pupil voice, records of meetings with parents, attendance and behaviour data before and after the intervention. |
| Further develop and work on the SMID tracking and planning system to measure the progress and impact of intervention programmes in place | SMID data, progress tracking reports, intervention records, analysis of attendance, attainment and behaviour data, termly evaluation reports, and individual case studies.                   |
| Provide mentors for Year 11 pupils                                                                                                       | Mentor/learner matching lists, mentoring meeting records, attendance data, GCSE performance and predicted outcomes data, feedback from pupils and staff, and coursework completion rates.    |

|                                                                                                                            |                                                                                                                                                                                     |
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| Provide homework, numeracy and literacy sessions (as well as other groups as required) during morning registration periods | Session attendance records, samples of pupils' work, reading and numeracy test results, internal assessment data, homework completion rates, and feedback from pupils and teachers. |
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### **Community Focused Schools**

***(including: (i) developing strong partnerships with families; (ii) responding to community needs; (iii) collaborating effectively with other services)***

Budgeted Cost: £ 8,250

| <b>Activity</b>                                                                         | <b>Evidence Supporting this Approach</b>                                                                    |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Support for instrumental lessons delivered by peripatetic teachers                      | Music lesson attendance records, reports from peripatetic teachers, musical achievements, and performances. |
| Support for educational visits where appropriate, and general support where appropriate | Risk assessment records, attendance lists, visit evaluations, and pupil voice evidence.                     |
| Support pupils who do not have access to online learning at home                        | Device loan records, Hwb/Teams usage data, feedback from families, and homework completion rates.           |

***Wider Strategies (for example, where relevant: Health and Wellbeing, Curriculum and Qualifications, Leadership and Raising Aspirations)***

Budgeted Cost: £ 27,200

| <b>Activity</b>                                                                                   | <b>Evidence Supporting this Approach</b>                                                                          |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Weekly wellbeing sessions with Inclusion staff for pupils experiencing mental health difficulties | Attendance records, session plans, pupil voice questionnaires, and wellbeing scales before and after intervention |

|                                                                                                                                                            |                                                                                                                                             |
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| Motivational sessions to improve attendance levels and raise standards in KS4                                                                              | Attendance data, punctuality data, academic progress tracking, assessment outcomes, and feedback from pupils and staff.                     |
| Continue ELSA training for the Wellbeing and Inclusion Assistant                                                                                           | Training certificates, professional development records, ELSA session logs, and evaluations of intervention impact.                         |
| Trauma Informed Schools training for Inclusion staff, and embedding systems across the school to raise learner motivation, particularly in KS4             | Staff training certificates, meeting records, updated policies, classroom observations, and reductions in behaviour incidents or exclusions |
| Wellbeing and Inclusion Assistant to meet with every learner who attends Reflection as a result of behaviour issues, with reflective sessions taking place | Encil records, reflection forms, individual behaviour targets, and a reduction in repeat referrals.                                         |
| Use the Inclusion Officer to contact parents of the target group to ensure attendance at parents' evenings                                                 | Telephone call logs, emails and messages, parents' evening attendance data, and parental feedback.                                          |
| Learning materials and equipment including software and books                                                                                              | Purchase records, inventories of distributed equipment, software usage data, and evidence of work completion and progress.                  |

Total cost of application: £ 63,250

## **Part B: Review of Outcomes from the Previous Academic Year**

### **PDG Outcomes**

This provides details of the impact that our PDG activities had on pupils during the 2025 to 2026 academic year.

| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Grant-funded activities have contributed to improvements in learners' wellbeing, attendance, behaviour and attainment. Through the provision of emotional support, mentoring, academic interventions and additional resources, more learners have successfully engaged with their education, made progress towards their personal and academic targets, and developed the skills and confidence necessary to succeed in school and beyond.</p> <p>The proportion of target learners achieving Level 2 in Language increased to 38.5%, up from 14.3% in the previous year.</p> <p>The proportion of target learners achieving Level 2 in Numeracy increased to 46.15%, up from 28.6% in the previous year.</p> <p>7.7% of target learners achieved 5 A-A <i>grades*</i>, compared with none in the previous year.</p> <p>A number of learners benefited from financial support to participate in the school's Opportunities Week activities.</p> |

#### Externally Provided Programmes

| Programme        | Provider        |
|------------------|-----------------|
| TT Rockstars     | Maths Circle    |
| Asesiadau Boxall | Boxall Profiles |