



Ysgol Gynradd Gymraeg Cwmnedd Pupil Development Grant (PDG) Strategy 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

<i>Number of pupils in school</i>	<i>128 + 20 part time</i>
<i>Proportion (%) of PDG eligible pupils</i>	<i>20.35% Average of the last 3 years</i>
<i>Date this statement was published</i>	<i>24/10/25</i>
<i>Date on which it will be reviewed</i>	<i>September 2026</i>
<i>Statement authorised by</i>	<i>Mrs Christine Evans</i>
<i>PDG Lead</i>	<i>Mrs Christine Evans</i>
<i>Governor Lead</i>	<i>Mrs Rhian Williams</i>

Funding Overview

Detail	Amount
<i>PDG funding allocation this academic year</i>	<i>£27,679</i>
<i>Early Years PDG</i>	<i>£4,600</i>
Total budget for this academic year	£32,279

Part A: Strategy Plan

Statement of Intent

***With talent we are born
And it's our right to nurture it***

During a child's journey at YGG Cwmnedd we aim to ensure that all pupils have the tools they need to continue their lifelong learning journey and encourage self-belief in order for them to succeed and achieve their full potential.

By working closely with the local community and forging new connections, confidence and independence are encouraged, along with pride in their local area. Through authentic, relevant experiences and visits, children will acquire knowledge and understanding of Welsh culture as well as mastering fluency in Welsh and ensure that bilingualism is an integral part of school life.

At the heart of everything we do, will be the four core purposes:

- ambitious, capable learners who are ready to learn throughout their lives*
- enterprising creative contributors who are ready to play a full part in life and work*
- ethical, informed citizens who are ready to be citizens of Wales and the world*
- healthy confident individuals who are ready to lead fulfilling lives as valued members of society*

Within the school, all pupils are encouraged to develop self-esteem as well as positive and responsible attitudes to life in general. There is a strong work ethos in the school, and the aim is to motivate all pupils to reach their potential and the highest standards at all times, and to create opportunities that support physical and mental wellbeing.

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
<p><i>Developing Mathematics to promote a deeper understanding of applying numeracy in authentic contexts ensuring that teachers provide a wide range of opportunities for pupils to apply their numeracy skills in rich contexts across the curriculum.</i></p>	<p>Many teachers will understand and confidently implement the development of numeracy, ensuring a wide range of opportunities for pupils to apply their numeracy skills in rich contexts across the curriculum.</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> • A variety of numeracy activities will be available in the classroom and outdoor area. • Purposeful and challenging numeracy corners. • Careful and purposeful planning by classroom adults to move learning forward. • Consistency in marking – 1, 2, 3 and the green dot, date and teacher’s signature. • Practising correct number formation – painting, chalk, sand, etc. • Differentiated practical tasks. • More everyday problem-solving work. • Challenging the MAT (More Able and Talented) children. • Opportunities for pupils to apply in rich contexts across the curriculum.
<p>To further develop pupils' extended writing skills across the school.</p>	<p><i>Pupils will have a clearer understanding of the expectations for extended writing and the key skills required, supported by a consistent whole-school approach.</i></p> <p><i>Through targeted professional development, teachers will be more confident and effective in teaching extended writing, using a variety of strategies such as modelling, scaffolding, and providing meaningful feedback.</i></p> <p>Success criteria focused on provision:</p> <ul style="list-style-type: none"> • Most teachers provide learning activities for pupils that offer appropriate challenge and systematically build on pupils’ existing knowledge, understanding, and skills. • Most teachers effectively model the writing process, sharing how a writer makes choices regarding vocabulary, sentence structure, organisation, etc. • Most teachers provide effective opportunities for pupils to practise their writing orally. • Most teachers provide effective opportunities for pupils to make successful progress in: <ul style="list-style-type: none"> ○ Letter formation, handwriting, and presentation. ○ Technical writing skills, including correct use of punctuation, grammar, and spelling. ○ Adding interest to their writing by successfully varying sentence structures and using a range of vocabulary. ○ Editing and redrafting their work to improve its quality. ○ Writing independently for a range of purposes, audiences, and contexts, including across the curriculum.

	<ul style="list-style-type: none"> ○ <i>Connecting their writing to their reading experiences to enhance the quality of their writing.</i> ○ <i>Writing at length when pupils are ready to do so.</i> <p>Pupil success criteria:</p> <ul style="list-style-type: none"> ● <i>Many pupils develop good letter formation and present their work neatly.</i> ● <i>Many pupils develop strong technical writing skills, including correct use of punctuation, spelling, and grammar.</i> ● <i>Many pupils add interest to their writing by successfully varying sentence structures and using a range of interesting vocabulary.</i> ● <i>Many pupils edit and redraft their work to improve its quality.</i> ● <i>Many pupils make strong progress with their writing skills and produce work across the curriculum to a good standard.</i> ● <i>Many pupils connect their writing to their reading experiences to enhance the quality of their writing.</i> ● <i>Many pupils write at length when they are ready to do so.</i>
<p><i>Further developing provision and foundational learning pedagogy in the Foundation Phase and within Key Stage 2. Our aim is to improve learning environments and teaching practices to support pupils in line with best practice.</i></p>	<p><i>Success criteria focused on provision:</i></p> <ul style="list-style-type: none"> ● <i>Improvement in pupil behaviour, motivation, and confidence.</i> ● <i>Improved staff confidence in using foundational learning approaches.</i> ● <i>Observations show effective use of play to develop skills.</i> ● <i>Positive feedback from staff and parents.</i> ● <i>Increased pedagogical consistency between different phases.</i> ● <i>Play-based learning.</i> ● <i>Rich learning environments.</i> ● <i>Meaningful contexts for literacy and numeracy.</i> ● <i>Social and emotional development.</i> ● <i>Observation and assessment for learning as a natural good practice in every classroom.</i> ● <i>Evidence of impact on pupil progress.</i> ●

Activity in this academic year

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

1. To continue to have full time TAs in every classroom in the Foundation Phase and one to share in KS2 in the school, to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches – Smart Moves, Lego Therapy, Sensory Circuits, POPAT, Rapid Reading, Tric a Chlic. Rocket Phonics.
2. Employ an ELSA for an afternoon a week, to support pupils with emotional and wellbeing needs.
3. Financial support for eFSM children to go on residential trips, and all school trips, to widen their learning experiences, and ensure that they have the same opportunities as all other pupils.

Learning and Teaching

Activity	Evidence that supports this approach
Numeracy training	Whole school teachers learn on the philosophy of learning and teaching in terms of improving pupils' numeracy skills. By developing and delivering the holistic skills of most pupils.
ALNCO Training	Continue to improve and upskill the school's current ALNCO skills with an update on local and national ALN issues.

Community Schools

Activity	Evidence that supports this approach
Menter Iaith	Leisure clubs, literacy workshops.
Cylch Ti a Fi	Contact parents before school age, establish a network with parents.
Local Library	Promoting a reading club for children in the community - establishing reading partners between the community and the school.
Swans an Ospreys in the community	Promote the health fitness and well-being of most pupils effectively.

Wider strategies

Activity	Evidence that supports this approach
Residential Visits	Ensuring equal opportunities for everyone promotes well-being, self-confidence and life experiences. PYD children attending the courses. Reducing barriers for vulnerable parents.
Classroom educational trips	Ensuring equal opportunities for everyone promotes well-being, self-confidence and life experiences. PYD children attending the courses. Reducing barriers for vulnerable parents.

Part B: Review of outcomes in the previous academic year PDG outcomes

- The PDG spend last year enabled the school to continue support expenditure towards support for 14 pupils to attend residential visits, and daily visits throughout the year.
- 7 classroom assistants received various training to deliver within and out of the classroom.