YGG Cwmllynfell
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

Number of pupils in school	57 (Nursery to Year 6) (PLASC September 2025)
Proportion (%) of PDG eligible pupils	18% (PLASC September 2025)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Alun Sterl (Pennaeth / *Headteacher*)
PDG Lead	Mr Alun Sterl
Governor Lead	Ms Catrin Gibala (Cadeirydd y Llywodraethwyr / *Chair of Governors*)

Funding Overview

Detail	**Amount**
PDG funding allocation this academic year	£8,050
Early Years PDG funding allocation this academic year	£ 706
Total budget for this academic year	**£8,756**

Part A: Strategy Plan

Statement of Intent

Mae hapusrwydd y plentyn yn allweddol i'w ddatblygiad ac yn ganolig i'n gweledigaeth. Ein bwriad yw darparu awyrgylch croesawgar, gofalgar, cynhwysol ac ysgogol, lle y bydd ein dysgwyr yn cael eu gwerthfawrogi ac yn teimlo'n hapus a diogel. Er mwyn datblygu pob disgybl i fod yn unigolion cyflawn, rydym yn ymrwymedig i feithrin gonestrwydd, cwrteisi a pharch at eraill.

Sicrhawn fod pob agwedd o fywyd yr ysgol yn cefnogi a datblygu ein disgyblion ar hyd eu llwybr addysgol a thu hwnt. Wrth deithio drwy'r ysgol, anogir pob disgybl i wneud ei orau glas, cyrraedd ei botensial a llwyddo mewn cymdeithas ddwyieithog. Anelwn at sicrhau fod pob disgybl yn gwbl ddwyieithog, ac yn dangos cariad at wlad, iaith a threftadaeth.

Er mwyn gwireddu ein gweledigaeth ar gyfer llwyddiant, anelwn at greu cwricwlwm eang, cytbwys a chyffrous sy'n cael ei danategu gan ein gweledigaeth a'n hethos.

"**Dysgwyr da, dyfodol disglair**"

Y gobaith yw y bydd ein defnydd arfaethedig o'r Grant Datblygu Disgyblion yn cefnogi ein nodau i fod yn gynhwysol i bob plentyn drwy gynyddu cyfleoedd i ddisgyblion sy'n gymwys i gael prydau ysgol am ddim. Rydym yn bwriadu darparu cymorth wedi'i dargedu yn y meysydd canlynol:

- Datblygu dealltwriaeth gyffredin o gynnydd ar draws yr ysgol - gan ganolbwyntio ar gynllunio, ddatblygu strategaethau Asesu mewn Dysgu effeithiol a chysoni adborth athrawon.

- I sicrhau bod disgyblion yn dod yn fwy rhugl yn eu sgiliau mathemateg a rhifedd gan gyflwyno ac archwilio cysyniadau drwy ystod eang o brofiadau tu fewn a thu allan i'r ystafell dosbarth.

- Sicrhau datblygiad medrau llythrennedd disgyblion gan ffocysu yn bennaf ar ddarllen (cywirdeb, rhuglder, dealltwriaeth a mwynhad) a chysondeb mewn ysgrifennu estynedig.

- Yn unol â blaenoriaeth yr Awdurdod Lleol a Llywodraeth Cymru, gwella presenoldeb disgyblion.

The child's happiness is key to his / her development and underpins our vision. Our intention is to provide a welcoming, caring, inclusive and stimulating environment, where our learners are valued and feel happy and safe. To develop our pupils as balanced individuals, we are committed to nurturing honesty, respect and courtesy towards others.

We ensure that every aspect of school life supports and develops our pupils on their educational journey and beyond. As they progress through the school, all pupils are encouraged to do their very best, fulfil their potential and succeed in a bilingual society. We

aim to ensure that all pupils are completely bilingual and display a love of their country, language and heritage.

To achieve our vision for success, we aim to create a broad, balanced and exciting curriculum that is underpinned by our vision and ethos

"Dysgwyr da, dyfodol disglair"

Our planned use of the Pupil Development Grant will hopefully support our aims to be inclusive for all children by increasing opportunities for pupils who are eligible for free school meals. We plan to provide targeted support in the following areas:

- *Develop a common understanding of progress across the school - focusing on planning, developing effective Assessment in Learning strategies and teacher feedback.*
- *To ensure that pupils become more fluent in their mathematics and numeracy skills by introducing and exploring concepts through a wide range of experiences inside and outside the classroom.*
- *Ensure the development of pupils' literacy skills focusing mainly on reading (accuracy, fluency, understanding and enjoyment) and consistency in extended writing.*
- *In line with the Local Authority and Welsh Government priorities, improve pupil attendance.*

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
Datblygu dealltwriaeth gyffredin o gynnydd ar draws yr ysgol - gan ganolbwyntio ar gynllunio, ddatblygu strategaethau Asesu mewn Dysgu effeithiol a chysoni adborth athrawon. Mae dealltwriaeth gyffredin o gynnydd ar draws yr ysgol yn allweddol i lwyddiant Cwricwlwm i Gymru ac mae datblygu dealltwriaeth y staff o hyn yn allweddol i lwyddiant addysgu a dysgu a sicrhau cynnydd trwy'r ysgol. Mae cynllunio pwrpasol ar gyfer grwpiau o ddisgyblion ac i ddisgyblion unigol yn allweddol i sicrhau cynnydd ar lefel sy'n briodol i'r unigolyn. Mae angen sicrhau bod prosesau asesu effeithiol yn bodoli er mwyn cefnogi a cyfoethogi cynnydd. Mae angen sicrhau bod asesu ffurfiannol ac asesu crynodol i bwrpas a bod adborth athrawon a chynorthwywyr yn symud y dysgu yn ei blaen.	Defnydd effeithiol o gynllunio pwrpasol. Bydd athrawon yn defnyddio strategaethau Asesu mewn Dysgu i sicrhau cynnydd disgyblion o ran eu gwybodaeth a dealltwriaeth. Bydd athrawon yn rhannu amcanion dysgu clir ar gyfer eu gwersi, yn unol a meini prawf llwyddiant sy'n galluogi'r disgyblion i wneud cynnydd effeithiol. Bydd yr athrawon yn darparu adborth effeithiol gan wneud defnydd effeithiol o godau marcio a chyfleoedd effeithiol er mwyn galluogi'r disgyblion i wneud cynnydd da. Bydd y disgyblion yn ymateb yn effeithiol i adborth er mwyn gwella ansawdd eu gwaith, gan olygu a gwella'u gwaith yn gyson. Bydd llawer o ddisgyblion yn asesu gwaith eu hunain a'u chyfoedion, gan nodi cryfderau a meysydd i'w datblygu (y camau nesaf). Bydd gan yr athrawon ddealltwriaeth gyffredin o gynnydd, gan cynnwys beth sydd angen ei addysgu a sut i'w addysgu er mwyn sicrhau cynnydd mewn dysgu'r disgyblion. Bydd yr athrawon yn medru addasu darpariaeth eu hunain yn seiliedig ar anghenion dysgwyr, o ran gwneud cynnydd effeithiol ar draws y cwricwlwm. Bydd yr athrawon yn cefnogi'r disgyblion i ddeall beth sydd angen ei ddysgu a phaham mae angen ei ddysgu. Bydd y disgyblion yn cyflawni cynnydd effeithiol. Bydd y rhan fwyaf o ddisgyblion yn deall beth y maent yn anelu ato, o ran gwneud cynnydd o fewn gwers neu gyfres o wersi, a phaham.

Develop a common understanding of progress across the school - focusing on planning, developing effective Assessment in Learning strategies and teacher feedback. *A common understanding of progress across the school is key to the success of Curriculum for Wales and developing the staff's understanding of this is key to the success of teaching and learning and ensuring progress throughout the school.* *Purposeful planning for groups of pupils and for individual pupils is key to ensuring progress at a level that is appropriate for the individual.* *It is necessary to ensure that effective assessment processes exist in order to support and enrich progress. It is necessary to ensure that formative assessment and summative assessment serve a purpose and that feedback from teachers and assistants moves learning forward.*	*Effective use of purposeful planning.* *Teachers will use Assessment in Learning strategies to ensure pupils' progress in terms of their knowledge and understanding.* *Teachers will share clear learning objectives for their lessons, in accordance with success criteria that enable the pupils to make effective progress.* *The teachers will provide effective feedback making effective use of marking codes and effective opportunities to enable the pupils to make good progress.* *The pupils will respond effectively to feedback in order to improve the quality of their work, constantly editing and improving their work.* *Many pupils will assess their own work and that of their peers, identifying strengths and areas to develop.* *The teachers will have a common understanding of progress, including what needs to be taught and how to teach it in order to ensure progress in the pupils' learning.* *The teachers will be able to adapt their own provision based on learners' needs, in terms of making effective progress across the curriculum.* *The teachers will support the pupils to understand what needs to be learned and why it needs to be learned.* *The pupils will achieve effective progress.* *Most pupils will understand what they are aiming for, in terms of making progress within a lesson or series of lessons, and why.*
I sicrhau bod disgyblion yn dod yn fwy rhugl yn eu sgiliau mathemateg a rhifedd gan gyflwyno ac archwilio cysyniadau drwy ystod eang o brofiadau tu fewn a thu allan i'r ystafell dosbarth. Mae angen cynllunio cyfleoedd cyson i ddisgyblion datblygu eu	Mapio darpariaeth a chynllunio'n fanwl ar gyfer Mathemateg a Rhifedd ar draws y cwricwlwm, gan sicrhau ein bod ni'n herio'r holl ddisgyblion. Cynllunio bwriadus sydd yn cynnig cyfleoedd i ddisgyblion gymhwyso'u sgiliau a chyflwyno'u syniadau drwy ystod o brofiadau. Darpariaeth cynhwysol yn yr ystafell ddosbarth a thu allan, ar gyfer datblygu medrau Mathemateg a Rhifedd pob disgybl.

medrau rhifedd ar draws y cwricwlwm. Mae angen i'r rhan fwyaf o ddisgyblion ddatblygu: • defnydd o iaith fathemategol fanwl gywir wrth drafod eu syniadau mathemategol. • defnydd o strategaethau effeithlon wrth wneud cyfrifiadau. • rhuglder wrth gymhwyso eu medrau rhifedd ar draws y cwricwlwm. ***To ensure that pupils become more fluent in their mathematics and numeracy skills by introducing and exploring concepts through a wide range of experiences inside and outside the classroom.*** *It is necessary to plan constant opportunities for pupils to develop their numeracy skills across the curriculum.* *Most pupils need to develop:* *· Use of precise mathematical language when discussing their mathematical ideas.* *· Use of efficient strategies when making calculations.* *· Fluency in applying their numeracy skills across the curriculum.*	Bydd athrawon yn addysgu mathemateg pen dyddiol i'r disgyblion er mwyn gwella eu sgiliau cyfrif, dysgu ffeithiau lluosi a bondiau rhif, defnyddio'r wybodaeth i wneud cysylltiadau yn eu bywydau go iawn, adnabod y perthynas rhwng y pedwar gweithred. Bydd gweithgareddau Mathemateg wythnosol "Ar Eich Marciau" ac "Ewch Amdani" er mwyn tracio datblygiad mewn medrau rhif y disgyblion. Bydd llawer o ddisgyblion yn gallu: • cynrychioli cysyniadau mewn ffyrdd amrywiol (concrit, gweledol, digidol a haniaethol) • defnyddio iaith fathemategol fanwl gywir i egluro eu meddwl • creu enghreifftiau • nodi strategaethau effeithlon ar gyfer cyfrifiadau • defnyddio rhifau yn hyderus mewn ystod o gyd destunau. *Mapping provision and planning in detail for Mathematics and Numeracy across the curriculum, ensuring that we challenge all pupils.* *Purposeful planning that offers opportunities for pupils to apply their skills and present their ideas through a range of experiences.* *Inclusive provision in the classroom and outside, for developing all pupils' Maths and Numeracy skills.* *Teachers will teach pupils daily maths to improve their counting skills, learn multiplication facts and number bonds, use the information to make connections in their real lives, recognize the relationship between the four operations.* *There will be weekly Maths activities "On Your Marks" and "Go For It" to track development in the pupils' number skills.* *Many pupils will be able to:* *· Represent concepts in various ways (concrete, visual, digital and abstract)* *· Use precise mathematical language to explain their thinking* *· Create examples* *· Identify efficient strategies for calculations* *· Use numbers confidently in a range of contexts.*

Sicrhau datblygiad medrau llythrennedd disgyblion gan ffocysu yn bennaf ar ddarllen (cywirdeb, rhugldeb, dealltwriaeth a mwynhad) a chysondeb mewn ysgrifennu estynedig.	Mapio darpariaeth a chynllunio'n fanwl ar gyfer darllen ac ysgrifennu ar draws y cwricwlwm, gan sicrhau ein bod ni'n herio'r holl ddisgyblion. Darparu cyfleoedd cyson i gymhwyso sgiliau darllen ac ysgrifennu ar draws y cwricwlwm ar lefel priodol i allu'r disgyblion. Deunyddiau a dulliau cyflwyno wedi'u haddasu a'u gwahaniaethu'n briodol. Darpariaeth cynhwysol yn yr ystafell ddosbarth a thu allan, ar gyfer datblygu sgiliau darllen ac ysgrifennu pob disgybl.
<u>Darllen:</u> Mae angen parhau i ddatblygu medrau darllen disgyblion. Mae mwyafrif ohonynt yn darllen er mwynhad ond mae angen i barhau i roi cyfleoedd i ddisgyblion i ddarllen yn rhugl â dealltwriaeth cadarn.	<u>Darllen</u> Sesiwn darllen dyddiol sy'n cynnwys amrywiaeth o weithgareddau darllen yn digwydd sef, darllen annibynnol, darllen grŵp, gweithgareddau Darllen Co, sillafu ac ymarferion llawysgrifen. Bydd yr athrawon yn darparu cyfleoedd rheolaidd ac effeithiol gan ddefnyddio strategaethau addysgu diddorol i gefnogi disgyblion i ddatblygu eu sgiliau darllen. Bydd y disgyblion yn medru darllen ystod mwy eang o destunau yn rhugl ac yn gywir yn y ddwy iaith. Bydd dealltwriaeth y disgyblion wrth ddarllen testunau ffeithiol a ffuglen yn cynyddu. Athrawon a disgyblion i ddefnyddio'r adnodd digidol Darllen Co yn gyson ar gyfer gweithgareddau darllen a hybu cymhelliant disgyblion i ddarllen. Sicrhau defnydd effeithiol o lyfrgell yr ysgol.
<u>Ysgrifennu:</u> Mae mwyafrif y disgyblion yn datblygu eu sgiliau ysgrifennu yn effeithiol. Mae angen sicrhau mwy o gyfleoedd i ysgrifennu'n annibynnol ac yn estynedig, gan wahaniaethu'n effeithiol i sicrhau bod yr holl ddisgyblion yn cael eu hymestyn.	<u>Ysgrifennu</u> Bydd disgyblion Meithrin a Derbyn yn dilyn Rhaglen Cadi a Tedi yn y Byd Bach sy'n arwain at Rhaglen Aled Afal ym Mlwyddyn 1 a 2. Bydd disgyblion Blwyddyn 1 a 2 yn dilyn Rhaglen Aled Afal i gynllunio a datblygu sgiliau ysgrifennu Cymraeg.

	Bydd disgyblion yr Adran Iau yn cwblhau tasgau sillafu wythnosol er mwyn eu helpu i ysgrifennu'n annibynnol. Bydd disgyblion yn hunanasesu ei gwaith ac asesu gwaith eu chyfoedion yn erbyn y meini prawf llwyddiant. Bydd disgyblion yr Adran Iau yn derbyn cyfleoedd i ail-ddrafftio eu gwaith ysgrifenedig.
Ensure the development of pupils' literacy skills focusing mainly on reading (accuracy, fluency, understanding and enjoyment) and consistency in extended writing. *<u>Reading:</u>* *It is necessary to continue to develop pupils' reading skills. Most of them read for enjoyment but there is a need to continue to give pupils opportunities to read fluently with a solid understanding.*	*Mapping provision and planning in detail for reading and writing across the curriculum, ensuring that we challenge all pupils.* *Providing constant opportunities to apply reading and writing skills across the curriculum at a level appropriate to the pupils' ability.* *Appropriately adapted and differentiated materials and delivery methods.* *Inclusive provision in the classroom and outside, for developing the reading and writing skills of all pupils.* *<u>Reading</u>* *A daily reading session which includes a variety of reading activities taking place namely, independent reading, group reading, Darllen Co activities, spelling and handwriting exercises.* *The teachers will provide regular and effective opportunities using interesting teaching strategies to support pupils to develop their reading skills.* *The pupils will be able to read a wider range of texts fluently and correctly in both languages.* *Pupils' understanding when reading non-fiction and fiction texts will increase.* *Teachers and pupils to use the Darlen Co digital resource regularly for reading activities and promoting pupils' motivation to read.* *Ensure effective use of the school library.*

Writing: *Most pupils develop their writing skills effectively. It is necessary to ensure more opportunities to write independently and at length, effectively differentiating to ensure that all pupils are challenged.*	*Writing* *Nursery and Reception pupils will follow the Cadi a Tedi yn y Byd Bach Program which leads to the Aled Afal Program in Years 1 and 2.* *Year 1 and 2 pupils will follow the Aled Afal Program to plan and develop Welsh writing skills.* *Pupils in the Junior Department will complete weekly spelling tasks to help them write independently.* *Pupils will self-assess their work and assess the work of their peers against the success criteria.* *Pupils in the Junior Department will receive opportunities to re-draft their written work.*
Yn unol â blaenoriaeth yr Awdurdod Lleol a Llywodraeth Cymru, gwella presenoldeb disgyblion. Mae presenoldeb wedi gwella o 92.6% (2023-2024) i 94.5% (2024-2025). Fodd bynnag, mae presenoldeb mewn ysgol fach yn gallu newid yn sylweddol pe bai ychydig o ddisgyblion yn absennol o'r ysgol. Mae angen sicrhau bod presenoldeb grwpiau o ddisgyblion e.e. y rhai sy'n gymwys i gael PYDd yn uchel. Mae angen targedu disgyblion penodol sy'n dangos patrymau o absenoldebau cyson sy'n achosi pryder. Mae'n bwysig bod pob disgybl yn dangos lefel uchel o bresenoldeb er mwyn cael y cyfle gorau i wneud cynnydd yn academaidd a sicrhau lles emosiynol iachus. **In *accordance with the priority of the Local Authority and the Welsh Government, improve pupils' attendance.***	Bydd prosesau ar gyfer targedu absenoldebau'n parhau. Bydd presenoldeb yn gwella o 94.5% i dros 95.5%. Bydd disgyblion sy'n achosi pryder yn dangos cynnydd yn eu cyflawniadau. Bydd disgyblion sy'n achosi pryder yn mabwysiadu agweddau llawer mwy cadarn at fynychu'r ysgol a'u dysgu eu hunain. *Processes for targeting absences will continue. Attendance will improve from 94.5% to over 95.5%.* *Pupils who cause concern will show progress in their achievements.*

Attendance has improved from 92.6% (2023-2024) to 94.5% (2024-2025). However, attendance in a small school can change significantly if a few pupils were absent from school. *It is necessary to ensure that the attendance of groups of pupils remains high e.g. those who qualify for FSM.* *It is necessary to target specific pupils who show patterns of frequent absences which cause concern. It is important that all pupils show a high level of attendance to have the best opportunity to progress academically and ensure healthy emotional well-being.*	*Pupils who cause concern will adopt much more robust attitudes towards attending school and their own learning.*

Activity in this academic year

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

PDG ✓ Cyfrannu at ariannu cymorth ELSA; ✓ Darparu ymyrraeth dal i fyny a chymorth; ✓ Prynu adnoddau ymyrraeth; ✓ Caniatáu i ddisgyblion gael mynediad at ddarpariaeth gerddorol beripatetig (disgyblion PYDd a theuluoedd nad ydynt yn cael PYDd sy'n cael trafferthion ariannol); ✓ Caniatáu i ddisgyblion gael mynediad i weithgareddau chwaraeon allgyrsiol (disgyblion PYDd a theuluoedd nad ydynt yn cael PYDd sy'n cael trafferthion ariannol); ✓ Ariannu gweithgareddau oddi ar y safle, megis cyrsiau preswyl ac ymweliadau addysgol (disgyblion PYDd a theuluoedd nad ydynt yn cael PYDd sy'n cael trafferthion ariannol). ✓ *Contribute to funding ELSA support;* ✓ *Provide catchup interventions and support;* ✓ *Buying intervention resources;* ✓ *Allow pupils access to peripatetic music provision (FSM pupils and non FSM families who are struggling financially);*

✓ *Allow pupils access to extracurricular sporting activities (FSM pupils and non FSM families who are struggling financially);* ✓ *Fund off-site activities, such as residential courses and educational visits (FSM pupils and non FSM families who are struggling financially).* **<u>PDG – Early Years</u>** ✓ Cyfrannu at ariannu cymorth ELSA mewn dysgu Blynyddoedd Cynnar / Sylfaen; ✓ Ymyrraeth a chymorth dal i fyny mewn dysgu Blynyddoedd Cynnar / Sylfaen; ✓ adnoddau ymyrraeth; ✓ Ariannu gweithgareddau oddi ar y safle, fel ymweliadau addysgol (disgyblion PYDd a theuluoedd nad ydynt yn cael PYDd sy'n cael trafferthion ariannol). ✓ *Contribute to funding ELSA support in Early Years / Foundation learning;* ✓ *Catchup interventions and supports in Early Years / Foundation learning;* ✓ *Intervention resources;* ✓ *Fund off-site activities, such as educational visits (FSM pupils and non FSM families who are struggling financially).*

Learning and Teaching

Budgeted cost: £6,000

Activity	Evidence that supports this approach
Darparu cymorth iaith, llythrennedd a chyfathrebu i ddisgyblion a nodir trwy asesu a monitro, trwy raglenni ymyrraeth penodol wedi ei dargedu. *Provide language, literacy and communication support for pupils identified via assessment and monitoring, through specific and targeted intervention programmes.*	Mae sgiliau iaith disgyblion sy'n dechrau yn yr ysgol yn is nag yn y gorffennol. Bydd gweithgareddau ffoneg ac ymyraethau darllen yn cael effaith gadarnhaol ar wella darllen ac yn ei dro, bydd hyn yn effeithio ar feysydd eraill o iaith a llythrennedd e.e. ysgrifennu. *Pupils begin school with lower language skills than in the past. Phonics activities and reading interventions will have a positive impact on improving reading and in turn, this will impact on other areas of language and literacy e.g. writing.*

Darparu cymorth mathemateg a rhifedd i ddisgyblion a nodir trwy asesu a monitro, trwy raglenni ymyrraeth penodol wedi ei dargedu. *Provide Mathematics support for pupils identified via assessment and monitoring, through specific and targeted intervention programmes.*	Bydd ymyriadau mathemateg yn cael effaith gadarnhaol ar wella sgiliau rhif ac yn ei dro, bydd hyn yn cael effaith gadarnhaol ar feysydd eraill o Fathemateg a Rhifedd. *Mathematics interventions will have a positive impact on improving number skills and in turn, this will have a positive impact on other areas of Mathematics and Numeracy.*

Wider strategies

Budgeted cost: £2,756

Activity	Evidence that supports this approach
Ariannu cynorthwywyr addysgu yn rhannol i ddarparu cymorth ELSA a chymorth iechyd a lles, fel therapi chwarae, cylchedau synhwyraidd a gweithgareddau anogaeth. *Partially fund teaching assistants to provide ELSA support and health and wellbeing support, such as play therapy, sensory circuits and nurture activities.*	Mae'r ysgol wedi buddsoddi'n sylweddol mewn hyfforddi ELSA yn ystod y flwyddyn ddiwethaf. Ers hynny rydym wedi gweld agweddau gwell at ddysgu ac mae disgyblion yn fwy hyderus yn emosiynol. Mae lles disgyblion wedi gwella'n sylweddol ers cyflwyno ELSAs. *The school has invested significantly in training an ELSAs during the past year. We have since seen improved attitudes to learning and pupils are more emotionally confident. Pupil wellbeing has improved significantly since the introduction of ELSAs.*
Cymorth ariannol i ddisgyblion PYDd a theuluoedd difreintiedig nad ydynt yn cael PYDd i gael mynediad i ymweliadau addysgol, cyrsiau preswyl a gwersi cerddoriaeth,	Mae hunan arfarniad ysgol, yn ogystal â holiaduron rhieni a disgyblion yn amlygu pwysigrwydd ymweliadau addysgol a gweithgareddau allgyrsiol. Mae gweithgareddau o'r fath wedi helpu i ddatblygu hyder y disgyblion ac ehangu profiadau a chyfleoedd i ddatblygu perthnasoedd a dysgu medrau newydd. Mae disgyblion wedi gallu cael mynediad at brofiadau na fyddai wedi bod ar gael iddynt fel arfer.

gweithgareddau chwaraeon, gan felly gyfoethogi ac ehangu eu profiadau dysgu. *Financial support for FSM pupils and non FSM disadvantaged families to access educational visits, residential courses and music lessons, sports activities, hence enriching and widening their learning experiences.*	*School self-evaluation, as well as parental and pupil questionnaires highlight the importance of educational visits and extra-curricular activities. Such activities have helped to develop the pupils' confidence and widen experiences and opportunities to develop relationships and learn new skills. Pupils have been able to access experiences that would have normally been unavailable to them.*

Total budgeted cost: £8,756

Part B: Review of outcomes in the previous academic year

PDG outcomes

Mae hwn yn manylu ar yr effaith a gafodd ein gweithgaredd GDD ar ddisgyblion yn y flwyddyn academaidd 2024 i 2025.

Defnyddiwyd Grant Datblygu Disgyblion y llynedd i ganiatáu i ddisgyblion fynychu ymweliadau ysgol oddi ar y safle ac ariannwyd disgyblion i fynychu cyrsiau preswyl yn Abernant (Canolbarth Cymru) a Pentre Ifan (Gorllewin Cymru). Roedd hefyd yn galluogi disgyblion i gael mynediad at ddarpariaeth gerddorol beripatetig.

Yn ogystal, roedd y cyllid yn ein galluogi i ryddhau staff i dderbyn hyfforddiant ar gyfer rhaglenni ymyrraeth penodol er mwyn cefnogi'r disgyblion yn eu tasgau dysgu.

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

The Pupil Development Grant last year was used to allow pupils to attend off site school visits and funded pupils to attend residential courses in Abernant (Mid Wales) and Pentre Ifan (West Wales). It also enabled pupils to access peripatetic music provision.

In addition, the funding allowed us to release staff to receive training for specific intervention programmes to support pupils in their learning tasks.