

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT- Ysgol Penweddig

This statement provides details regarding our school's use of the GDD for the 2025 to 2026 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.

Skip to footer

Details	Date
Name of school	Ysgol Penweddig
Number of Pupils in School	594
Proportion (%) of pupils eligible for GDD	5
Date of publication of this statement	1/9/2025
Date of review	18/7/2026
The statement was authorized by	Gareth Langan
Leading on the GDD	Angharad Evans
Associate governor	Caryl Jones

Funding Overview

Details	Amount
GDD funding allocation this academic year	£38,222
Total budget for this academic year	£38,222

Part A: Strategy Plan

Statement of Intent

The Pupil Development Grant (PDG) aims to reduce the gap in attainment between learners who are eligible for free school meals and those who are not. At Ysgol Gyfun Penweddig, we believe that by setting high expectations for all pupils we can ensure the best possible standards.

The PDG focuses on improving the outcomes of learners from less privileged backgrounds, by implementing bespoke strategies to support them to succeed. Some learners face additional challenges due to their circumstances, and we are using all available resources – including the PDG – to help them reach their full potential.

Our approach to using the PDG is comprehensive and whole-school – we do not believe that one approach or group of strategies is sufficient to close the attainment gap. The Estyn report (2020) on good practice supports this approach. Our staff are aware of the importance of considering all aspects of school life from the perspective of a disadvantaged learner, following our 'Golden Thread' approach.

The school's PDG strategy is fully integrated with our School Development Plan. We are committed to delivering on our improvement priorities in a way that ensures a positive impact on the learners who face the most challenges.

In order to formulate our strategic plan, we have identified the barriers that our disadvantaged learners are more likely to face, and used these to inform our intended actions and outcomes. In Penweddig, the main barriers identified are:

1 Lower than expected increase, especially among PYD boys. Various factors – such as hunger, lack of suitable study space, caring responsibilities, and lack of role models – have contributed to low performance in previous assessments. As a result, there are obvious gaps in knowledge, skills, and understanding compared to privileged peers.

2 Standards and low progress in certain subjects (Science, Welsh, Maths and English). The same factors as above affect academic performance, resulting in learning gaps in core areas.

3 Lack of understanding of standards and progress of cross-curricular skills, particularly reading. Disadvantaged learners are less likely to read regularly or extensively, and less likely to have access to a variety of reading resources outside of school. This affects their cultural capital, their understanding of social issues and their ability to engage with the curriculum.

4 Low attendance among PYD pupils last year. Additional barriers such as lack of support from parents/carers, transport problems, caring responsibilities, illness or financial pressures affect the ability of disadvantaged learners to attend on a regular basis.

5 Develop independent learners who are willing to take responsibility and engage with wider opportunities. Some disadvantaged learners set low expectations for themselves, influenced by experiences outside of school. This can affect their commitment to activities such as school council, and their ability to make career decisions.

6 Attitude to learning and behaviour. Internal data shows that disadvantaged learners are less likely to show a positive attitude to learning or achieve high standards of behaviour. This can be related to a lack of role models, poor health, adverse experiences or attachment issues.

Although the strategic plan is being formulated for one year, we recognise that overcoming these obstacles will be a long-term process. While progress will likely be made towards the intended outcomes within a year, closing the achievement gap will require continued commitment over time. The actions identified are directly linked to the above obstacles.

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 the attainment of certain groups of pupils eligible for free school meals, (boys) within personal assessments.	- The average standardized score of PYD pupils (Boys) continues with a standardized score above 100-English reading. The average standardized score of PYD pupils (Boys) improves or continues between a 95-100 standard reading score. The average standardised score of PYD pupils, (boys) remains above 100 -Number. - Other assessments are improving with our learners (boys) who are eligible for free school meals. All PYD pupils (Boys) will achieve their GCSE and A Level subject target.
Improve the attainment of pupils eligible for free school meals. All PYD pupils will achieve their GCSE/A Level subject target.	Other assessments improve with our PYD learners. All PYD pupils will achieve their GCSE and A Level subject target.
An increasing number of our pupils who are eligible for free school meals are developing a love of reading and are reading widely and	The reading age of our learners eligible for free school meals is improving (personal assessments of reading Welsh and English). The average mean of a standardized PYD score will rise. The average standard

frequently as part of the Yr 7-11 home reading scheme.	score of PYD pupils rises to 95 - reading English. The average standard score of PYD pupils rises between 95-100 -Welsh reading.
PYD pupil attendance is improving.	• The attendance of our learners eligible for free school meals improves to the school's target of 95%
More of our learners who qualify for free school meals have broad and ambitious aspirations for their future. A higher percentage of learners eligible for free school meals are fully engaged in the wider participation opportunities we provide at school.	• Continue to improve on the number of learners eligible for free school meals meeting their GCSE and A Level targets • An increasing number of learners eligible for free school meals are taking part in our clubs, performances and leadership- (school council) opportunities, including overseas trips. • An increasing number of learners eligible for free school meals are going on visits/trips organised by the school. • During lesson visits, an increasing number of learners who are eligible for free school meals are engaged in learning (answering questions, looking for a challenge, solving problems etc).
More of our learners who are eligible for free school meals can show perseverance, independence and a firm approach to learning.	• A greater number of learners eligible for free school meals benefit from the breakfast club which means they are ready to learn. • The approach to learning and behaviour data shows an improvement in learners eligible for free school meals by reducing the number of Retreat visits during the year. • The number of exclusions, detentions etc is decreasing with learners eligible for free school meals.

Activity in this academic year

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

- Set realistic targets for pupils, taking into account the impact of deprivation – particularly for those eligible for free school meals – in line with the principle of RADY (Raising the Attainment of Deprived Pupils).
- Provide feedback to Welsh, English and Numeracy subject leaders on personal assessments, ensuring that all learners – particularly those eligible for free school meals – receive quality feedback that helps them make rapid progress.
- Promote a culture of reading across the school community, referring to the Single Integrated Plan for details, including how libraries and reading interventions are adapted for different purposes. Continue the reading homework scheme for all pupils, including those eligible for free school meals.
- Provide school uniform or a clothes exchange opportunity for those who need it.
- Wellbeing officers to support learners and their families, with a focus on improving attendance.
- Continue to run the Breakfast Club.
- Continue to implement early interventions on attendance issues for pupils eligible for free school meals.
- Pay half the cost of curriculum-related visits for pupils eligible for free school meals.
- Offer support or tutoring to discuss unacceptable behaviour, available to everyone, including pupils who find it difficult to regulate their behaviour and are eligible for free school meals.
- Purchase resources and ingredients for Food and Nutrition lessons for pupils who are eligible for free school meals.
- Continue to provide free school meals to eligible pupils.

Learning and teaching

Budgeted cost: £621.00

Activity	Evidence supporting this approach
Setting targets to reach pupils taking into account the impact of deprivation in setting targets for learners eligible for free school meals – the RADY (Raising the Attainment of Deprived Pupils) principle	Historically, learners eligible for free school meals have engaged less in a Virtual Learning Environment and so we know we need to focus more on engaging with this group.
Train staff in the effective use of Personal Assessments so that all learners, prioritising pupils eligible for free school meals, can receive quality feedback that will assist them in making rapid progress.	The Educational Endowment Foundation's toolkit states that effective feedback adds up to a 6-month increase.

Promoting and maintaining a culture of reading across the school community – see the Single Integrated Plan for details including adaptation to the different purposes of the libraries and reading interventions. Set a reading homework plan for everyone in the school including PYD pupils.	A number of research papers show that socio-economic status has an impact on reading and, in turn, pupils' motivation and engagement with learning. For example, Noble, K. G., Farah, M. J., & McCandliss, B. D. (2006). Socioeconomic background modulates cognition-achievement relationships in reading. Cogn. Dev. 21, 349–368.
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Carmarthenshire County Borough Council

Budgeted cost: £ 17679.00

Activity	Evidence supporting this approach
Provide a school uniform or an opportunity to exchange clothes for those in need.	Estyn report on the effective use of Pupil Development Grant (PDG) funding in 2020
Continue to provide a Breakfast Club.	An independent evaluation of breakfast provision for young children showed a positive impact. Internal evidence shows that 7 PYD pupils took advantage of the breakfast club last year. More pupils need to be encouraged.
Purchase of resources and ingredients for food and nutrition lessons for PYD pupils	Without funding, internal evidence shows that young pupils who are eligible for free school meals are not going to have these vital learning experiences.

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

Budgeted cost: £37601

Activity	Evidence supporting this approach
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Evaluate participation in wider curriculum opportunities including student clubs and leadership and action where there is under-representation in learners eligible for free school meals.	An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (Department for Education (England) and Institute for Policy Research) presents large chunks of evidence about the impact of wider participation on learners eligible for free school meals
Employ welfare officers to support learners and families in and out of school. Work targeted towards attendance.	One-to-one tutoring and mentoring is seen to lead to rapid progress.
Provide earlier intervention into attendance issues in the case of learners eligible for free school meals	The All Wales Attendance Framework sets out the clear link between absenteeism and lower attainment.
Funding curriculum-related visits for learners eligible for free school meals.	Without funding, internal evidence shows that young pupils who are eligible for free school meals are not going to have these vital learning experiences.
Offer support/tutoring to discuss unacceptable behaviour that is open to everyone including learners who are eligible for free school meals who find it difficult to regulate their behaviour	Social and emotional learning is found to have a moderate impact (an increase of an additional 4 months) according to the Educational Endowment Foundation's toolkit.
Purchasing resources and containers for food and nutrition lessons for PYD pupils	Without funding, internal evidence shows that young pupils who are eligible for free school meals are not going to have these vital learning experiences.
Offer peripatetic music lessons to pupils who claim free school meals.	Mobile music lessons offer significant benefits to pupils by improving musical and academic skills. Research shows that tool learning develops communication skills, creativity and discipline. It also increases confidence and social opportunities, giving pupils an advantage in wider areas (Education Impact Organisation).

Total cost of applications: £ 38222