



Pupil Development Grant 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
YSGOL TUDNO	
Number of learners in school	170
Proportion (%) of PDG eligible learners	27%
Date this statement was published	14/10/25
Date on which it will be reviewed	April 2026
Statement authorised by	Conwy
PDG Lead	Iona M Hughes
Governor Lead	Ifan Edwards

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£51,750
Learners aged 5- 15	£36,800
Learners aged under 5	£14,950
Additional funding to smooth impact of reduction to PDG funding following PLASC 2024 data revalidation	£4,782
Total budget for this academic year	£56,532

Part A: Strategy Plan

Statement of intent

Key Principles:

- Following scrutiny of our 2024/25 attendance data it was identified that an ultimate objective for the learners being supported is to improve their attendance to at least match the percentage for the whole of Wales.
- Following participation with other schools from our local Cluster in a **National Professional Enquiry Project** we have analysed evidence in regards to attendance; drawn conclusions and have begun to take action towards achieving the above objective.
- **Family Engagement** - When in attendance the learners and their families will be encouraged to engage in their children's learning; benefitting from support from various educational partnerships and collaborative projects between the school, cluster and partner organisations. Developing high aspirations through a range of strong relationships.

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
Raised attendance of identified learners	Increased attendance from 87.4% to at least 88.3%
Improve the shared understanding of identified members of staff of mathematical progression through participation in a Cluster Inquiry Project.	The teaching of mathematics will be robustly aligned to the five interdependent mathematical proficiencies outlined in the Curriculum for Wales. Evidence of improved practice or innovation resulting in a positive impact on identified learners' experiences and outcomes.
Specific focus groups of learners showing increased confidence with numbers, positive feelings about maths, and an awareness of the value of maths outside the classroom	School participation in a project with partner organisation - ' National Numeracy-Getting on with numbers ' resulting in an increase in parents', carers' and school staff's confidence in supporting children with maths. Learners within focus group displaying a growth in confidence with numbers and a more positive attitude and awareness of the value of maths.
Further develop learners' resilience and attitudes to learning following feedback. Pupils to value the contributions they	Application of skills- most learners able to apply newly learned skills to new

make to their learning and talk confidently and enthusiastically about their learning.	contexts or problems in response to feedback. Developing high aspirations through strong relationships
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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

Budgeted cost: £51,750

Activity	Evidence that supports this approach
Development of literacy approaches, non-negotiables and maths journaling	Cluster Professional Enquiry - Pontio Primed for Success – WG funded Cluster project
High priority placed on teaching and learning, quality feedback and metacognition	Rationale / evidence base for the need for improvement - Review processes at the start of the project and across all the cluster last year demonstrated that there is over-emphasis on teacher marking which limits pupils' progress.
Through use of teacher modelling and Assessment for Learning and feedback toolkit learners assisted and encouraged to become more aware of their strengths and weaknesses.	Sharing of good practice within the Cluster Education Endowment Foundation recommendations: If learners are encouraged to be self-regulated they become aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
To achieve the intended outcomes - effective deployment of classroom support staff to enhance activities - scaffold learning, build independence and provide structured, evidence-based interventions	Education Endowment Foundation- 'Deployment of Teaching Assistants' guidance report. The report highlights research evidence that shows how good leadership decisions, including around effective implementation, can unleash the full potential of teaching assistants.

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: £1,250

Activity	Evidence that supports this approach
School participation in a project with partner organisation - 'National Numeracy-Getting on with numbers'	Community Focused Schools can help tackle the impact of poverty on educational attainment by: 

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £3,532

Activity	Evidence that supports this approach
Professional Learning - Peer support & Coaching: Cluster - 'Primed for Success'	Estyn Report – 'Teaching the Curriculum for Wales' – September 2025 : recommendation for schools: 'Prioritise sustained, collaborative professional learning that focuses on improving pedagogy and is grounded in classroom practice and its impact on learning'.

Total budgeted cost: **£56,532**

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
Continue to improve learning experiences for pupils by continuing to develop collaboration and sharing good practice across all schools and phases within the Cluster: 'Pontio Project' - Feedback	Literacy non-negotiables were created in partnership with the cluster; however, during a professional dialogue staff challenged the list and added some 'Tudno' specific additional expectations. Non-negotiables are now evident in all literacy, topic books and at the front of each class. Pupils are encouraged to check and respond to the non-negotiables using a 'green' pen (soon to be changed to purple, in line with YJB) before approaching the teacher. SLT - to continue to monitor the effectiveness of the non-negotiables and the impact on pupil independence.
Ensure that all learners are challenged appropriately to facilitate progression- measure and evaluate impact of class-restructure.	Focus groups implemented using HLTA assistant within Years 3,4,5 targeting low level learners in numeracy and literacy. Following a professional dialogue, it became evident that challenging and persistent poor behaviour impacted on learners' progression. This also impacted staff wellbeing and their ability to ensure pupils are appropriately challenged within lessons. The whole school behaviour policy was reviewed and updated. Policy was presented for feedback by parents and governors. New policy and strategies implemented. Effectiveness to be monitored and reviewed 2025/26
Whole school mapping of skills to ensure learner progression.	Monitoring of learner topic books showed that there are gaps in science coverage, mapping of science skills has been started with further mapping and monitoring required for 25/26 Books purchased to develop higher order reading skills for years 5/6-Stages 16-20. Books also purchased to accommodate low level pupils within the upper stages of the Oxford Reading Tree scheme. (February 2025). Updated current reading record sheets for pupils. Guided reading groups implemented within year 3,4and 5 due to staffing availability.