

Pupil Development Grant School Statement

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

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Ysgol Caer Drewyn
Number of learners in school	76
Proportion (%) of PDG eligible learners	49%
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher – Jayne Davies
PDG Lead	Headteacher – Jayne Davies
Governor Lead	Chair of Governors – Gordon Hughes

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£40,250
Total budget for this academic year	£40,250

Part A: Strategy Plan

Statement of intent

Our aim is to ensure that all pupils, particularly those eligible for Free School Meals (FSM) and those with Additional Learning Needs (ALN), are provided with the support and opportunities they need to achieve their full potential both academically and personally.

We are committed to reducing barriers to learning by providing targeted Teaching Assistant support within the classroom and during less structured times of the school day. This support will enable pupils to engage fully in their learning, make sustained progress, develop independence, and participate confidently in the wider life of the school.

Recognising the importance of emotional health and wellbeing, we will strengthen our provision through increased access to emotional, social and wellbeing support. ELSA-trained Teaching Assistants and enhanced wellbeing resources will provide early intervention and tailored support, helping pupils to build resilience, develop positive relationships, and improve their readiness to learn.

We are also committed to ensuring equality of access to enrichment opportunities. Financial support will be made available to pupils in receipt of FSM to enable participation in residential visits and music tuition, ensuring that family circumstances do not prevent children from benefiting from these valuable experiences.

In addition, we will work in partnership with parents and carers by providing guidance, support, and responsive communication. By strengthening relationships between home and school, we aim to better understand and respond to the needs of our families, leading to improved outcomes, enhanced wellbeing, and a more positive lived experience for all children and young people.

Through these actions, we seek to create an inclusive, supportive, and aspirational environment where every pupil is able to thrive, achieve success, and participate fully in school life.

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
To provide additional support for FSM pupils who are also ALN within the classroom and outside the class.	Access to TA support to enable the pupils to fully participate in their learning and make progress and to participate socially outside of the classroom.
To provide increased access to emotional, social and wellbeing support.	Elsa TA's in place to support pupils with their emotional, social or wellbeing

	needs. Increased resources to support emotional wellbeing.
To provide financial support for residential trips and music lessons for those in receipt of FSM	All pupils able to attend the residential trip and those who request have access to music lessons.
To provide support and guidance to our parents and respond to their needs.	Improved relationships with our families and improvement to the lived experiences of our children.

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: £32,600

Activity	Evidence that supports this approach
TA support within and outside the classroom	Without the support some children would not be able to access the curriculum and fully participate in school life.
Access to emotional, social and wellbeing support. (Elsa)	Increased requests from parents and staff for support for pupils emotional, social and wellbeing.

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: £6,855

Activity	Evidence that supports this approach
Financial support for residential trips and music lessons for those in receipt of FSM	Cost of living support for families. Need to provide equal access to all pupils to all opportunities.
Providing support, guidance, signposting to our families with their wellbeing and financial concerns.	The school is the central hwb for parents to access support due to our rural location and the trust with have built with our families.

Access to extra curriculum activities.	Providing fair and equal access to experiences and opportunities which can be limited in our rural location.
--	--

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

Budgeted cost: £795

Activity	Evidence that supports this approach
Supporting the teaching and learning of emotional, health and wellbeing.	Increasing the teaching skills and providing a consistent approach across the whole school.

Total budgeted cost: £40,250

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 2025 to 2026 academic year.

Activity	Impact
Financial support for residential and music	11 pupils were able to attend the residential due to subsidised costs and 4 were able to receive subsidised music lessons
Support for emotional, social & wellbeing support	Increased consistent teaching of emotional, social and wellbeing support for all pupils. 10 pupils also accessed ELSA support
Extra-curricular – author visit/workshop	All junior pupils accessed a workshop with an author which supported and improved their oracy, writing and performing skills
TA support for targeted pupils	The support enabled targeted pupils to access the curriculum, provide intervention and helped some to socialise outside of lessons.
Support/signposting for parents/families	4 families supported with attendance resulting in improved attendance for their children. Support and guidance given to numerous families which helped to improve the lived experiences of the children. 6 hardship grants successfully applied for families which helped reduce the cost of living.