



Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

PUPIL DEVELOPMENT GRANT STRATEGY 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.

School Overview

Details	Data
School name	Ysgol Llanhari
Number of pupils in school	647
Proportion (%) of PDG eligible pupils	6.1%
Date this statement was published	April 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Meinir Thomas

PDG Lead	Meinir Thomas / Elen George
Governor Lead	Mrs Helen Sharkey

Funding Overview

Details	Sum
PDG funding allocation this academic year	£44,400
Total budget for this academic year	£44,400

Part A : Strategy Plan

Statement of Intent

Our aim at Ysgol Llanhari is to reduce the obstacles facing pupils from less privileged backgrounds. We offer support and provision that helps them achieve their full potential. We do this in the context of realising the Welsh Government's ambition in our National Mission of high standards and aspirations for everyone.

Our strategic plan focuses on specific aspects that will work towards realising the aim of reducing barriers e.g. ensuring high quality learning and teaching provision for all pupils, access to enrichment activities for pupils with free school meals, offering support and personal mentoring to meet the emotional needs of vulnerable pupils in accordance with the Framework for emotional and social health and well-being.

The main principles of the strategy plan focus on ensuring equity for vulnerable pupils, It is intended to proceed in a robust way to

identify need in relation to disadvantaged pupils, their circumstances, achievement and progress and plan interventions that will assist them to make progress and fulfill potential.

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 Outcomes	Success Criteria
Concentrate on improving vulnerable pupils', including FSM pupils' attendance by implementing specific strategies in line with the school's usual tracking system	Target of 87% attendance for FSM pupils achieved
Tracking of attitude towards learning and progress made by FSM pupils across the school shows that pupils are achieving their potential. Create underachiever groups from the FSM pupils in each secondary year and in the secondary department	Tracking attitude to learning and progress data (in accordance with CfW requirements) highlight that the pupils are achieving their potential. External examination data showing that FSM pupils achieve potential
Develop the work on relationships by introducing scripting, an area of good practice highlighted in Paul Dix's book <i>When the adults change</i>	Lesson observations and pupil voice ascertain that teaching and learning principles are evident in school and offer equity for all. More variation in the strategies used, following on from the sharing of good practice INSET.
FSM pupils have access to the whole curriculum and extra curricular events, and that poverty is not a barrier to participation.	Analysis of FSM pupils' participation in activities ascertain that this occurs naturally and frequently.
Respond strategically to National priority of <i>Tackling Poverty</i>	Campaigns have taken place regularly during the year which

	means that the financially less privileged pupils' experience of school is a more positive one. Monitoring through the pupil's voice will be key in this.
Ensure that support by specialist staff is available to all pupils including vulnerable pupils.	Specialist support means that vulnerable pupils thrive in the school community with improvement in terms of attendance, personalisation of learning and evidence of a good attitude to learning leading to academic progress.

Activity in this academic year

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

1. Contribution to the salary of the Attendance administrative post 2. Non-contact time for teachers to continue with work on positive relationships, based on the principles of <i>When the adults change</i>, sharing good practice and monitoring the effect of the professional learning 3. Set aside a certain amount of funding to contribute to curricular and extracurricular activities 4. Tackling Poverty campaigns take place regularly throughout the year 4. Contribution to the salary of the whole school well-being officer

Teaching and Learning

Budgeted Cost : £1000

Activity	Evidence that supports this approach
Staff to complete action research on the recommendations of <i>When the adults</i> change and share good practice with other members of staff	Following an INSET where good practice is shared, a bank of successful strategies / resources is open to staff ensuring consistency across the school.

Community Schools

Budgeted Cost : £ 22,000

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Contribution to the salary of the whole school well-being officer. An essential part of her work is to support parents and work with <i>Resilient Families</i> who support the pupils.	By employing a wellbeing officer, there is an opportunity to monitor the progress and emotional wellbeing of the pupils regularly.

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

Budgeted cost: £ 21,400

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Following a higher demand during previous years, increase the amount available for a contribution to	Vulnerable pupils have equal opportunity for provision that is available to all pupils

instrumental IT/ digital learning resources, instrumental lessons/clubs/educational visits for those pupils facing financial obstacles. Cost should not be a barrier to any pupil who wants to aim high (£8000)	
Refine strategies to Tackle Poverty by promoting various aspects such as free period sanitation, school uniform swap shop, hygiene products scheme etc (£1400)	Pupil voice notes that assistance is available without this being obvious to others.
A contribution to the salary of an Attendance Administrative assistance in order to ensure robust processes to monitor and improve the attendance of FSM pupils so that they reach their full potential. Collaboration with agencies and families. (£12,000)	Closer monitoring offers an opportunity to improve the % attendance of PYD pupils and the target group of vulnerable pupils.

Total budgeted cost: £ 44,400

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.

Externally provided programmes

*Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales – **internal INSET only in 2025-26***

Programme	Provider
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Further information (optional) – evaluation of PDG Plan 2025-26

Aspects of the PDG form part of the school's improvement plan.

The gap between the attendance of the school's FSM pupils and the other pupils has seen a further increase this year. School attendance was 93.8%, FSM pupils at 86.1% and those who are not FSM at 94.3%. This means an 8.2% gap between the attendance of FSM pupils and non FSM pupils, compared to a gap of 7% in 2024-25 and 6% in 2023-24. It should be noted that the number of FSM pupils is relatively small within the school, and therefore the low attendance of a small number of pupils has a disproportionate effect on the general figures. Of the 11 attendance referrals the school currently has, 5 relate to FSM pupils. Despite close collaboration with external agencies, families and RCT's Education Welfare Officer, the improvement envisaged has not yet materialised. However, the school's alternative provision has supported some FSM pupils to increase their engagement with education and has contributed to improvements in attendance in some cases. Improving the attendance of FSM pupils will continue to be a key priority during 2026-27, and it is necessary to continue to fund the administrative attendance officer through the Pupil Development Grant in order to ensure robust monitoring and suitable interventions.

There is evidence within lesson observations and learning walks that the pupils' approach to learning is positive and therefore embedding the positive behaviour policy and adopting the principles of When the Adults Change (Paul Dix) has had a positive effect on all pupils including vulnerable pupils and FSM pupils. Of the total external exclusions this year, only 3 days out of the total of 37 days are FSM pupils (three pupils). The results of Summer 2025 show that 100% of the FSM pupils managed to get 5A*-G and that 33.3% (1 pupil) of them got 5A*-C. When tracking this year's progress for the Summer 2026 GCSE exams it can be seen that 100% of FSM pupils are on target to get 5A*-G, and 50% are on target to get 5A*-C.

Lesson observations and the pupil's voice activities confirm that the school's learning and teaching principles are implemented consistently across the school and provide equal opportunities for all pupils to succeed. Feedback from pupils shows that they feel they are appropriately supported in their learning, that high expectations are set for them, and that they appreciate the range of activities and teaching methods used in the classroom.

The regular tracking of FSM pupils' approach to learning and progress across the school has enabled staff to closely monitor the cohort's performance and ensure that appropriate interventions are implemented where necessary. Internal progress and approach to learning tracking sheets were used, in accordance with CfW requirements, to identify strengths and areas to develop among FSM pupils. Underachiever groups were established within each year, enabling Progress Leaders to focus support and monitoring on those pupils who were most at risk of underachievement. These tracking and monitoring processes have ensured that the needs of FSM pupils are identified early on and that targeted support is provided in order to promote progress and attainment.

In order to reduce the impact of poverty on pupils, a number of pupils have benefited from the fact that the PDG grant funds specific residential courses e.g. year 7 induction course, Llangrannog and Glanllyn. In September 2025, for the second year in a row, 100% of year 7 pupils attended the induction course. In order to encourage participation, it is noted on each activity letter that has a cost attached, that there is an offer for parents to contact the school if in receipt of free school meals. This has led to a number of FSM pupils receiving educational experiences e.g. GCSE Art trip to London.

The funding was used to ensure that financial barriers did not prevent FSM pupils and vulnerable pupils from taking advantage of educational and enrichment opportunities offered by the school. Support was provided towards IT resources and digital learning, instrumental lessons, clubs and educational visits, ensuring that pupils can participate fully in school life alongside their peers. As a result, a number of FSM pupils have received free instrumental lessons, developing their musical skills, confidence and engagement with extracurricular activities. The support has ensured equal opportunity for vulnerable pupils to access provision and experiences that might otherwise be beyond their reach due to financial constraints. Feedback from pupils and families shows that this support has had a positive effect on wellbeing and a sense of belonging within the school community.

Some campaigns to tackle poverty have continued this year with the help of members of the sixth form and Friends of Llanhari volunteering to help. We now have a permanent second-hand school uniform stand which makes it easier to distribute uniforms to pupils when needed. The school will continue to develop awareness of the provision available, monitor the use made of it and considers additional ways of supporting families facing financial difficulties. Developing and strengthening this work will continue to be a priority during the next year.

The school's well-being officer continues to work with vulnerable families including FSM pupils. Her work ensures that pupils attend school and benefit from support for mental and emotional well-being in accordance with the requirements of the Framework. She is

a key part of the school's graduate response and does invaluable work working with pupils and their families. Evidence of the service it offers and its impact forms part of the welfare team's termly evaluations. Our learner voice data clearly shows that most learners feel safe at school, know who to turn to if there is concern and discuss positively the school's effective systems in order to support them.