



This statement details our school's use of the PDG for the 2025-2026 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
School name	Ysgol Gymraeg Cwmbrân
Number of learners in school	267
Proportion (%) of PDG eligible learners	32.35%
Date this statement was published	8 th October 2025
Date on which it will be reviewed	30 th September 2026
Statement authorised by	Jo Lewis/Helen Nuttall
PDG Lead	Catrin Evans
Governor Lead	Jo Lewis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£59,800
Early Years PDG funding	£10,350
Total budget for this academic year	£70,150

Part A: Strategy Plan

Statement of intent

At Ysgol Gymraeg Cwmbrân our aim is to ensure that every child, regardless of background, has the opportunity to thrive academically, socially, and emotionally. The Pupil Development Grant (PDG) enables us to provide targeted support for learners eligible for free school meals (eFSM) and those facing barriers to learning.

We aim to:

Raise attainment in literacy and numeracy through small-group interventions and individual support.

Enhance wellbeing by providing access to emotional support, nurture groups, and outdoor learning experiences.

Ensure all pupils can participate in enrichment activities, including trips, music tuition, and sports.

Strengthen family engagement through workshops, bilingual resources, and community events.

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
Part-funding of staff salaries, enabling the school to maintain effective staffing levels that support the delivery of focused, small-group interventions in literacy and numeracy across all classes. This ensures that pupils receive tailored support to meet their individual learning needs. All support staff fully trained to deliver high-quality phonics instruction through established programmes such as <i>Read Write Inc.</i> (RWI) and <i>Tric a Chlic</i>. Structured phonics interventions are embedded throughout the Foundation Phase, with targeted provision in Nursery, Reception, Year 1, and Year 2 to support early reading and language acquisition.	Evidence gathered through pupil voice activities, learning walks, and book scrutiny indicates that the majority of pupils are making strong progress in both numeracy and literacy. Intervention records further support this, showing positive outcomes for most learners receiving targeted support. Termly Read, Write, Inc. and Tric a Chlic data shows continued progress in phonic acquisition and reading speed. Across the school, most pupils are achieving expected levels of progress, with a decreasing gap in literacy attainment between pupils eligible for free school meals (FSM) and their peers.
An ELSA and COMiT trained Higher Level Teaching Assistant provides targeted wellbeing support for identified pupil groups and individuals. This includes identifying common needs and support strategies and monitoring progress over time.	Targeted pupil groups and individuals take part in regular sessions led by the HLTA. Support is shaped around pupils' emotional and social needs. Observations and discussion is used to spot common challenges and plan strategies to help. Pupils grow more confident in managing their emotions and use learnt strategies independently. Progress is tracked and termly reviews show clear improvements in wellbeing, engagement, and self-regulation. Teachers and pupils give positive feedback on the impact of the support.
Engagement with specialist agencies including Cerdd Torfaen, Upbeat, and Gwent Music to deliver high-quality music and creative sessions that enrich pupils' learning experiences. All pupils from Year 1 to Year 6 are given the opportunity to learn to play a musical instrument as part of their wider curriculum experience.	Nearly all pupils make progress in music, developing skills like rhythm, pitch, and confidence in performing. Progress is seen through observations, pupil feedback, and informal performances. Music and creative activities are part of the wider curriculum and help support all pupils' cultural and creative growth. Pupils can connect what they learn in music to other subjects. All pupils, no matter their background or ability, are included and able to take part.
External agencies such as the Torfaen Play Service to provide structured play activities that help improve pupils' wellbeing, develop collaborative working skills and support their social development.	Pupils attendance and engagement levels are consistently high across sessions. Pupils demonstrate increased confidence and enjoyment during play-based activities.

	Pupils develop stronger teamwork, communication, and problem-solving skills through group play activities. Staff report noticeable improvements in pupils' ability to work cooperatively with others.
Continue to strengthen connections between the school, families, and the wider community, fostering positive relationships and creating a supportive environment that benefits all learners.	Greater parental participation in workshops and school events contribute positively to pupils' academic progress and overall engagement with learning.

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: £64,650

Activity	Evidence that supports this approach
Continue to build on the intervention programmes to help pupils with literacy, numeracy, and wellbeing. To facilitate effective delivery, appropriate resources and materials will be purchased to ensure interventions are well-equipped and aligned with best practice.	Education Endowment Foundation (EEF): Small group tuition Teaching assistant interventions
Increase ELSA and COMiT sessions to ensure a greater number of pupils can access both individual and group wellbeing support tailored to their specific needs	Education Endowment Foundation (EEF): Social and emotional learning
The engagement of external agencies to further enhance the curriculum and expressive art opportunities.	Education Endowment Foundation (EEF): Arts participation

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: £3,000

Activity	Evidence that supports this approach
Dedicated workshops for parents and guardians to enhance their understanding of effective strategies for supporting learning at home, with a particular focus on reading, DCF, and mathematics. To complement these sessions, informative guidance materials will be made accessible via the school website, promoting continued support beyond the classroom.	Estyn Guidance ~ 'Community Schools: families and communities at the heart of school life'. Welsh Government Guidance 2022: 'Community Focused Schools'. Education Endowment Foundation (EEF): Parental engagement
A whole-school priority to improve attendance focused on vulnerable and FSM pupils through personalised tracking, family engagement, and incentive-based support.	Estyn Guidance ~ 'Community Schools: families and communities at the heart of school life'.

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach
Reducing the financial barriers associated with educational visits and curriculum enrichment activities.	Education Endowment Foundation (EEF): Physical activity
Staff will continue to embed the <i>Passport to Everywhere</i> programme across the school to support the development of pupils' life skills and to provide a wide range of meaningful experiences that prepare them for life beyond the classroom.	Education Endowment Foundation (EEF): Social and emotional learning

Total budgeted cost: £70,150

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 2024-2025 academic year.

Activity	Impact
The school was able to sustain appropriate staffing levels through part-funding of staff salaries, allowing for the delivery of targeted small-group support in literacy and numeracy across all classes. Support staff received comprehensive training to implement and lead high-quality intervention programmes effectively.	Support staff-led intervention groups and those interventions delivered within the classroom, provided consistent support and contributed to measurable improvements in pupil attainment.
Targeted wellbeing and emotional literacy support for identified pupil groups.	Improved emotional regulation was observed in the majority of pupils who received tailored support, enabling them to better understand their emotions, maintain focus, and engage more effectively with the curriculum and school activities. Nearly all targeted pupils demonstrated progress on the Stirling Children's Wellbeing Scale. Staff observed notable improvements in pupil wellbeing following session completion, and all parents reported positive impacts at home.
All FSM pupils were provided with access to weekly extra-curricular clubs held at the school, including ICT, drama, photography, wellbeing, art, and cooking. Pupils identified as Young Carers or Children Looked After (CLA) were specifically encouraged to participate, ensuring inclusive engagement and targeted support for vulnerable groups.	Targeted encouragement led to increased attendance from vulnerable pupils. Nearly all pupils demonstrated a high level of enjoyment.

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.

Programme	Provider
Read Write Inc	Ruth Miskin Literacy
Tric a Chlic	Peniarth
Nessy	Nessy Learning Ltd
TT Rockstars	Maths Circle