

Pupil Development Grant School 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.

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 Aberconwy
Number of learners in school	1153
Proportion (%) of PDG eligible learners	17.3%
Date this statement was published	01/10/25
Date on which it will be reviewed	18/7/26
Statement authorised by	Ian Gerrard
PDG Lead	Leadership Team
Governor Lead	Dr Brenda Bignold

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 200,100
Total budget for this academic year	£ 200,100

Part A: Strategy Plan

Statement of intent

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
3. balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

Ysgol Aberconwy has a comprehensive plan, agreed and monitored by Conwy Local Authority, to promote high expectations attainment and progress and to remove barriers to learning for pupils entitled to this funding.

We have used the funding available to:

- Providing targeted support to improve attendance for vulnerable learners.
- Developing opportunities for parents and the local community to become more involved in pupils' learning.
- To develop additional learning opportunities at lunch and after school through clubs and workshops.
- To provide after school and holiday learning session to support the progress of vulnerable learners.
- Provide learning coaches to support identified groups of learners.
- Provide additional mentoring to support identified groups of learners.
- Provide personalized curriculum opportunities to support identified groups of learners.
- Ensure that teaching and learning is of the highest standard for all learners and that all teaching staff are aware of vulnerable pupils and of support available for them.
- To support learners with essentials for learning through a deprivation fund.

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
Ensuring learner well-being, as the foundation for learning, is the primary focus for these learners	Improved attendance of specified learners and overall rate at 92%. FSM rate to 90%
Support pupils social and emotional learning	Reduced exclusion rate to 300 sessions
Encourage pupils to become independent and resilient learners	Improved GCSE outcomes – APS to 375. FSM APS to 325.
Monitor interventions to ensure that they are having the expected impact	Exclusion and attendance rates for specified learners reduce
Develop early literacy and numeracy approaches	Average NNT and NRT scores >100. FSM cohort >95
Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged learners	Improved GCSE outcomes – APS to 375. FSM APS to 325.
Reduce the number of cases where eFSM receive fixed-term exclusions	Reduced exclusion rate to 300 sessions. eFSM exclusions in line with rest of the school
Increase the attendance of eFSM learners	Improved attendance of specified learners and overall rate at 92%. FSM rate to 90%
Develop parental engagement and engagement with families to help them support their children's learning	Improved GCSE outcomes – APS to 375. FSM APS to 325. Average NNT and NRT scores >100. FSM cohort >95
Support all eFSM learners via effective early identification and tracking. This includes the more able learners	Exclusion and attendance rates for specified learners reduce
Up-skilling both teaching and support staff so they use pedagogical approaches known to be most effective for learners from disadvantaged backgrounds, including in a blended learning context	Improved GCSE outcomes – APS to 375. FSM APS to 325. Average NNT and NRT scores >100. FSM cohort >95
Ensure support staff are highly trained to deliver appropriate interventions effectively.	Exclusion and attendance rates for specified learners reduce

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: £39,150

Activity	Evidence that supports this approach
Part fund additional staffing to deliver 'Reading Power Programme' to enhance literacy skills at KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies
Part funding of additional TA support to assist in 1-1 support of learners at KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions
Continue to develop teacher's skills in collaborative learning strategies, assessment for learning, developing creative and persuasive thinking, literacy, numeracy and specific aspects of well-being and growth mindset	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches

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: £ 65,908

Activity	Evidence that supports this approach
Part fund EWO and ASA to support and improve attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning
Purchase of 'SchoolCloud' product to support parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
Develop onsite inclusion centre in Hafan and Pontio	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

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

Budgeted cost: £ 95,042

Activity	Evidence that supports this approach
Part fund Guidance Mentors at KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
Part funding of additional support for KS3 and KS5 Pastoral teams	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
Purchase of 'ProvisionMap' software to develop tracking systems and data reviews on SIMs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback
Timian training for Y Ganolfan and Pastoral staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions
Provide training for the delivery of a comprehensive intervention programme including : ELSA, Seasons of Growth, Lego therapy, EBSA, Drawing & Talking, Chatter and TiS training for additional support staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning
Provide an appropriate curriculum at KS4 through engagement with College and other providers to improve engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction
Enhance the curriculum through extra curricular and outdoor learning opportunities, including participation in the John Muir Award, Duke of Edinburgh's award and funding trip costs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning
Provide time for ALNCo and Inclusion coordinator to monitor impact of grant expenditure on interventions listed and to refine practice where necessary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions

Total budgeted cost: £ 200,100

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
Professional Learning development to: - Improve quality of teaching and learning - Provide pastoral interventions	Pastoral staff were trained to deliver 'trauma informed' strategies in 2023/24. A number of staff also embarked on the Timian programme and ELSA training and the school expanding this provision and training in 2024/25. Initial impact has been positive. Attendance remains above the LA average and in line with the all-Wales average. CPS 9 improved from 337 to 347 in 2024 and 362 in 2025 with FSM CPS9 increasing by a similar proportion from 279.5 to 292.6 to 317.9. The percentage of students achieving L2 increased by 10% over the same period.
Provision of resources for: - Pupil tracking - Annual licences - Curriculum engagement - Extra curriculum provision	We purchased licences for Schoolcloud and ProvisionMap. Pupil tracking software has enabled us to evaluate the effectiveness and frequency of our intervention strategy and School cloud has supported us in engaging with parents at parents evenings. We have funded a number of activities for FSM students such as DofE, Glan Llyn, Rewards trips etc.
Provide additional staffing to : - Improve attendance - Improve literacy skills - Support mental health concerns - Support ALNs	Attendance of FSM learners in 24/25 was 78.2%. This compares with the LA average of 76% and the school's FSM attendance in 2024/25 which was 80.1% Average scores in the NNT and NRT assessments improved during 2025 : Y7 : Reading : 100.8 → 102.6, Numeracy : 97.1 → 99.7 Y8 : Reading : 101.9 → 103.2, Numeracy : 99 → 100 Y9 : Reading : 99.1 → 100.6, Numeracy : 98.2 → 99.2 Interventions for ALN students also had a positive impact. Reading scores for intervention groups in Y7 rose from 75.6 to 82.5, in Y8 from 80 to 87 and in Y9 from 81.7 to 83.
Provide supply costs to release key staff for training and development activities.	ALN transformation has been completed, and students are appropriately supported in accordance with IDPs.