



Aim to learn, learn to succeed ~ Anelu at ddysgu, dysgu i lwyddo

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.

School Overview

Detail	Data
School name	Ysgol Maes Owen
Number of learners in school	210
Proportion (%) of PDG eligible learners	44%
Date this statement was published	September, 2025
Date on which it will be reviewed	Spring/Summer 2026
Statement authorised by	Catrin Foulkes
PDG Lead	Catrin Foulkes
Governor Lead	Morris Jones (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£79, 350
Total budget for this academic year	£79, 350

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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
Further develop and embed the opportunities for pupils to apply and develop their numeracy skills, with an additional focus on family engagement (School Improvement Plan)	• Increased opportunities for pupils to apply and develop their numeracy skills across the curriculum • Increased learner and parental engagement – promote a ‘a love of maths’ • Monitoring shows the needs of learners effectively met with coverage of skills. • Learners make good progress from their starting point with an improvement in their Numeracy Reasoning Test results. • Improved consistent provision for learners to apply and develop numeracy skills across the curriculum. • Learner’s progress increased with applying their skills across the curriculum. Coverage across the whole school will be tracked and progress monitored. • Learners supported at home with the development of their numeracy skills
<i>Cluster priority - ‘Ensure that groups of learners, focusing on those at risk of adverse outcomes, make appropriate progress, (focusing on Assessment for Learning)’</i> (School Development Plan).	• Assessment Tracking Systems tracking learner progress easily and accurately and is consistent across the school • Monitoring shows improved Feedback throughout the school • Learners’ progress is tracked accurately from their starting point • Learners make good progress from their starting point • Teachers’ expectations of pupils’ outcomes and their responses to pupils’ work are consistent across the school • All learners can confidently identify personal targets/next steps in learning and lead their own learning. Consistent processes in place across the school. • All learners can self-assess and know what next steps to make to improve

	Consistency in AFL strategies across the two schools is improving
--	---

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

See School Development Plan, along with the break-down below.

Learning and teaching

Budgeted cost: £70, 000 (staffing).

Activity	Evidence that supports this approach
Wages for JR and TJ. Also VL (x2 days) and SM (5 days) on supply. Intervention groups (learning and emotional support), supporting these learners to access the Curriculum/learning or extend the learning in the classroom, attendance improvements/support for these families.	<i>'Support all eFSM learners via early identification and tracking. This includes the more able learners.'</i> – (taken from PDG documentation). Once individual and group needs have been identified for all eFSM learners, the TAs funded via this grant strategically support these learners. Progress is tracked closely and regularly by teachers and the Assessment coordinator. Intervention is amended depending on the progress being made. Although this support will be targeted depending on the identified needs, Resources will be purchased as they are deemed appropriate, depending on the targeted approach/support.

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: £2,350 (supply cover)

Activity	Evidence that supports this approach
Supply cover for SB to plan the Numeracy engagement sessions for families	<i>'Encourage pupils to become independent and resilient learners'.</i> <i>'Support all eFSM learners via early identification and tracking. This includes more able learners.'</i> – (taken from PDG documentation). By involving families more, the above becomes more achievable.

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

Budgeted cost: £7, 000

Activity	Evidence that supports this approach
Time for Assessment Lead Person, (GT), to develop, refine the approach to learner-led learning, (see SIP). Train staff accordingly. Monitor effectiveness of the approaches throughout the year.	<i>'Encourage pupils to become independent and resilient learners'.</i> <i>'Support all eFSM learners via early identification and tracking. This includes more able learners.'</i> – (taken from PDG documentation). Resources and Professional Development will be purchased and sourced as necessary.
Time for SLT to work jointly with YYF SLT on a consistent approach to AFL, (see SIP). Train staff accordingly. Monitor effectiveness of the approaches throughout the year.	<i>'Support all eFSM learners via early identification and tracking. This includes more able learners.'</i> <i>'Using effective diagnostic and tracking systems to tailor support.'</i> – (taken from PDG documentation). Resources and Professional Development will be purchased and sourced as necessary.

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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
Development of skills and learners engagement throughout the school, with and an additional focus on the development of Numeracy skills, (School Improvement Plan)	Increased opportunities for pupils to apply and develop their numeracy skills across the curriculum. The new whole-school planning approach which aligns with the new curriculum has created increased opportunities to apply and develop numeracy skills across the curriculum. This is audited termly to ensure coverage and progression in skills across the school. Improved consistent provision for learners to apply and develop numeracy skills across the curriculum. Learner's progress increased with applying their skills across the curriculum. Coverage across the whole school will continue to be tracked and progress monitored. Monitoring shows the needs of learners effectively met with coverage of skills – Autumn Term monitoring focus, Curriculum audits ongoing throughout the year and Curriculum monitoring - May 2025. Increased learner engagement – promoted a 'a love of maths' across the school. Learners have been enthusiastic and have shown enjoyment in taking part in our Numeracy events throughout the year including the National Numeracy Day, regular awards for TT Rockstars, taking part in our Game 24 whole school tournament and developing their numeracy skills in our World of Work topic. Learners make good progress from their starting point.

Learners more aware of their personal targets, progress and how to improve, (School Development Plan).	Cluster continuing to work together effectively, further developing our schools and Cluster of schools as highly effective learning organisations, focusing on Curriculum reform and assessment Pedagogy improved further across the Cluster of schools as identified in the initial audit in line with the 12 Pedagogical Principle - (2) 'Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them', (7) 'Good teaching and learning means employing assessment for learning principles', (9) 'Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them', (10) 'Good teaching and learning encourages children and young people to take increasing responsibility for their own learning' Assessment Tracking Systems tracking learner progress easily and accurately, becoming more consistent across the school Monitoring shows improved Feedback throughout the school – Feb 2025 and June 2025 Learners' progress is tracked accurately from their starting point Learners make good progress from their starting point Teachers' expectations of pupils' outcomes and their responses to pupils' work are consistent across the school Nearly all learners can confidently identify personal targets/next steps in learning and lead their own learning. Consistent processes in place across the school. Next steps would be to further develop the whole-school approaches to Assessment for Learning
---	--