



Pupil Development Grant Statement Ysgol Gymraeg Parc y Tywyn 2026-27

Ysgol Gymraeg Parc y Tywyn has received Pupil Development Grant (PDG) funding from the Welsh Government for the 2026-2027 academic year.

The school has received Pupil Development Grant (PDG) funding from the Welsh Government for the 2026-2027 academic year. The purpose of the grant is to reduce the impact of poverty on pupils' attainment and wellbeing and to ensure that all learners receive the support they need to achieve their full potential.

The school is committed to ensuring equity, inclusion and equal opportunities for all learners. Funding is allocated based on evidence, data analysis and the identification of individual pupil needs.

School Overview

Details	Data
Number of pupils in the school	249
Percentage (%) of pupils eligible for PDG	7%
Date this statement was published	01.06.26
Date for review	01.06.27
PDG Lead	Mrs Angharad Williams (Headteacher)
Governing Body Lead	Mr Mathew Davies (Chair of Governors)

Funding Overview

Details	Swm
PDG Allocation	£27,600
PDG 'Transition' Grant	£2,499
EYPDG	£14,950
Total budget for this academic year	£45,049

Statement of Intent

At Ysgol Gymraeg Parc y Tywyn, our aim is to ensure that all pupils eligible for the Pupil Development Grant have equal access to all aspects of school life and achieve their full potential, regardless of their economic background.

We aim to reduce the impact of poverty by:

- Ensuring full access to rich and engaging curriculum experiences.
- Supporting pupils' emotional and social wellbeing.
- Improving reading standards and academic progress.
- Strengthening partnerships with families.

Our strategy combines targeted interventions (such as ELSA and reading support), building staff capacity through specialist training, and effective collaboration with families and external agencies.

Our key principles are:

- Inclusion
- Equity
- Early intervention
- Evidence-informed practice

Expected Outcomes

1. Reducing the Impact of Poverty

Desired Outcome:

Pupils eligible for the grant will have full access to learning opportunities and face fewer barriers to participation in school life.

2. Improving Academic Achievement

Desired Outcome:

Pupils will make good progress from their starting points in literacy, numeracy and communication.

3. Improving Wellbeing and Engagement

Desired Outcome:

Pupils will demonstrate improved wellbeing, self-confidence, attendance and engagement with learning.

Funded Activities

Teaching and Learning

The grant will contribute towards:

- Targeted literacy interventions.
- Tric a Chlic and Read Write Inc intervention programmes.
- Additional support to develop communication skills.
- Targeted intervention groups based on individual needs.
- Additional support for pupils at risk of underachieving.

Community-Focused School

The grant will support:

- Family engagement through literacy and numeracy workshops.
- Attendance support.
- Multi-agency meetings, including CYCA.
- Support for families experiencing economic or social challenges.

Wider Strategies

The grant will fund:

- ELSA support.
- Attention Autism provision.
- Emotional wellbeing interventions.
- Use of the Therapy Dog to support emotional regulation, confidence and wellbeing.
- Additional support to ensure all pupils can participate in school activities and enrichment experiences.

Review of Impact from the Previous Academic Year

During the previous academic year:

- Most pupils receiving support made good progress from their starting points.
- Targeted wellbeing support had a positive impact on pupil engagement with learning.
- Pupils developed social and emotional skills through support programmes and wellbeing-focused approaches.

- Barriers to participation were reduced through the provision of support and access to wider activities and experiences.

Monitoring and Review

The impact of the grant is monitored through:

- Progress and attainment data.
- Attendance data.
- Wellbeing measures.
- Regular provision reviews.
- Professional discussions between staff.

This plan will be reviewed annually as part of the school's self-evaluation and improvement planning process.