



Pupil Development Grant Statement 2026-27

The Pupil Development Grant (PDG) is extra funding given to schools to support pupils from low-income families who are eligible for free school meals (eFSM). The aim is to make a real difference in their learning and help them achieve their full potential.

At Ysgol Rhostyllen, we have a clear plan in place to use this funding effectively, helping pupils make progress and removing any barriers that might get in the way of their learning.

For 2025-2026, Ysgol Rhostyllen have been allocated £41,400

When planning how we use the Pupil Development Grant, our focus is on making a real difference for all pupils by:

- Providing high-quality teaching and learning to help every child achieve their best.
- Building strong, community-focused schools where everyone feels included and supported.
- Supporting early childhood play, learning, and care to give children a great start.
- Encouraging high aspirations through strong relationships between staff and pupils.
- Promoting health and well-being so pupils feel happy, safe, and confident.
- Developing strong leadership to guide and support all areas of school life.
- Implementing the Curriculum for Wales in ways that engage and inspire pupils.
- Supporting pupils' social and emotional well-being to help them manage feelings and relationships.
- Improving physical development through active learning and play.
- Developing speech, language, and communication skills

We will be using the funding to:

Intended Outcome	Success Criteria
• Provide extra support in class, such as small group or one-to-one teaching.	• Pupils receiving extra support show measurable progress in their learning (e.g., improved test scores, teacher assessments, or skill development). • Teachers report increased engagement and confidence among pupils in small group or one-to-one sessions
• Support pupils' wellbeing and confidence.	• Pupils demonstrate increased self-confidence and a positive attitude towards learning. • Pupils are able to manage their emotions and behaviour more effectively in class and around school.
• Continue to employ an additional Teaching Assistant at the school for Literacy and Numeracy interventions.	• Pupils receiving Literacy and Numeracy interventions show measurable progress (e.g., improved reading scores, writing skills, or numeracy assessments).
• To develop support to help pupils manage their emotions, build resilience, and feel confident and happy at school.	• Pupils demonstrate improved emotional regulation and coping strategies in school.
• To keep track of the attendance of pupils eligible for free school meals to make sure they are getting the support they need to attend school regularly and make good progress.	• Any patterns of absence are identified early and addressed promptly with support for pupils and families. • Pupils' attendance improves or is maintained at a high level over time.