



School Statement

The Pupil Development Grant

This statement provides details regarding Ysgol Friars' use of the Pupil Development Grant (PDG) for the 2026–2027 academic year.

It outlines our strategy, how we intend to use the funding during this academic year, and how the work undertaken during 2025–2026 informs our plans for 2026–2027.

Our strategy is part of a whole-school approach to reducing the impact of poverty on learners' attendance, engagement, progress, attainment, wellbeing and aspirations. The plan builds on the priorities developed during 2025–2026 and uses them as a basis and continuum for 2026–2027.

Our use of the PDG is guided by Welsh Government guidance, including the principle that the funding should be used to reduce the barriers faced by learners from low-income households and support high standards and aspirations for all.

School Overview

Details	Date
Name of school	Ysgol Friars
Number of Pupils in School	1256
% of pupils eligible for PDG	18.87%
Date of publication of this statement	September 2026
Date of review	July 2027
The statement was authorized by	Margaret Davies
Leading on the PDG	Alli Jamieson
Leading Governor	TBC

Funding Overview

Details	Amount
GDD funding allocation this academic year	£196,650



Part A: Strategy Plan

Statement of intent

Ysgol Friars' PDG strategy for 2026–2027 builds on the nine priorities identified in 2025–2026. These priorities are treated as a strategic continuum, with the school using the learning, data and feedback from the previous year to refine and expand provision.

Our aim is to ensure that pupils who are economically disadvantaged are able to take full advantage of their education and make progress in terms of:

- attendance and engagement;
- learning, literacy and numeracy;
- health and well-being;
- emotional attachment and behavior;
- inclusion and belonging;
- attainment and qualifications;
- aspirations and post-16 progression.

Our work will focus on identifying barriers early, using data to target support, developing staff capacity, working with families and partnership services, and evaluating the impact of interventions.

Spending decisions will be reviewed regularly to ensure that PDG resources continue to be directed to the areas where they can have the greatest impact on eligible learners.

The strategy is based on the following nine priorities:

1. Improve the attendance of FSM learners.
2. Improve engagement through social and emotional regulation.
3. Develop trauma-informed practice among staff.
4. Supporting wellbeing and willingness to learn.
5. Reduce exclusions and build resilience.
6. Maintain engagement in lessons.
7. Improving ALN provision and basic skills.



8. Promote inclusion and reduce exclusions.
9. Develop pastoral leadership and strengthen work with parents and carers.

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
Improve the attendance of FSM learners.	Attendance of free school meals pupils improves from at least 80.9% to 84%, indicating a narrowing of the gap with peers who do not receive free school meals
Reduce persistent absenteeism among FSM learners.	Reducing the persistent absence of FSM
Tackling the critical drop in attendance in Years 8 and 9	3% drop in attendance among FSM learners in Years 8 and 9
Strengthen parent and carer engagement.	Evidence of regular contact circles, intervention logs and increased engagement with families.
Improve emotional regulation and engagement.	80% of Harbwr pupils identified showed improvement in their Boxall Profile scores.
Reduce behavioural incidents.	Reduction in behavioural incidents among Harbwr users and targeted pupils.
Improve reintegration into the mainstream.	Cases of successful reintegration have been recorded and monitored.
Develop a trauma-informed practice across the school.	Staff show greater consistency in their response to learners' needs;
Improve willingness to learn.	Improved punctuality, attendance, engagement, completion of homework and completion of key tasks.
Reduce exclusions and maintain educational engagement.	A reduction in fixed-term exclusions and improved attendance among targeted pupils.



Improve vocational outcomes and qualifications.	All targeted Year 11 pupils gain BTEC Work Skills; mentoring pupils gain at least four accredited qualifications.
Improving literacy and numeracy.	Pupils make measurable progress according to their individual progress points.
Strengthen pastoral leadership.	Progress Leaders report greater confidence; parents, carers and pupils report improvement in the quality of communication and pastoral support.

Activity in this academic year

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

Teaching and Learning

Budgeted cost: £73,097

Activity	Evidence supporting this approach
Employ a specialist ALN teacher to provide primary similar provision for up to 12 pupils in Years 7–8 with basic literacy and numeracy needs.	The provision targets pupils with underlying gaps that can limit their access to the curriculum and progress. Progress will be monitored against individual starting points.
Provide mentoring support in small groups to improve engagement with learning.	Attendance, behaviour and engagement data is used to identify pupils in need of targeted support.
Develop alternative curriculum pathways, including MPCT and vocational placements.	Relevant and practical pathways can support the engagement, attendance and progression of learners who are at risk of disengagement.
Supporting Year 11 pupils to gain BTEC Work Skills.	Qualifications and skills related to the world of work support post-16 aspirations and progression.
Develop trauma-informed practices by funding members of staff to complete a Trauma-Informed Diploma and lead whole-school training.	Developing staff capacity will help create a more consistent approach to supporting pupils who have experiences of trauma or emotional regulation needs.



Use methods such as ELSA, Thrive and Zones of Regulation through Harbwr provision.	The interventions provide a structure for developing emotional regulation skills and learning engagement.
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Budgeted cost: £35,810

Activity	Evidence supporting this approach
Employ a full-time Attendance Officer to lead on first day calls, targeted progression, attendance action plans and liaison with the Education Wellbeing Officer.	Analysis of attendance data and barriers such as transport, household habits and poverty-related barriers will enable a more specific intervention.
Develop regular communication circles with parents and carers.	Effective partnership with families is a key part of addressing barriers to attendance and engagement.
Appoint a mentor to support progress leaders in developing their pastoral roles.	Mentoring will help develop staff capacity and create a more consistent culture of communication and collaboration with families.
Collaborate with external services and community partners where the needs of families require additional support.	Multi-agency collaboration can help address barriers that the school cannot address on its own.
Use contact logs and attendance data to evaluate the impact of family engagement.	Systematic evidence will enable the school to review which approaches lead to better attendance and engagement.

Wider strategies

Budgeted cost: £87,743

Activity	Evidence supporting this approach
Expand the provision of the Hafan and Hwb Dysgu between 8:30am and 4:30pm, including breakfast, study support, wellbeing checks and quiet working spaces.	The provision reduces barriers to learning readiness and provides a safe and supportive environment before and after lessons.



Developing Harbwr as an inclusion facility for emotional regulation, de-intensification and reintegration.	The approach will provide intensive support to pupils who are at risk of disengaging from the mainstream.
Employ two Learning Support Assistants to support pupils, including support in the classroom and the provision of time out when behaviour intensifies.	The provision aims to maintain inclusion, safety and engagement and reduce the need for exclusions.
Expand opportunities for wellbeing and resilience support.	Well-being and willingness to learn are linked to engagement and successful access to learning.
Supporting pupils to develop aspirations and skills for post-16 progression.	Linking learning to education, training and work pathways will help maintain engagement and raise aspirations.

Total cost of applications: **£196,650**

Part B: Review of previous academic year results

PDG Results

During 2025–2026, Ysgol Friars developed nine strategic priorities that focused on attendance, engagement, wellbeing, inclusion, learning, qualifications and staff capacity development.

This work provides the basis for the PDG 2026–2027 strategy. Rather than treating the priorities as individual projects, the school will develop them as a continuum, using data and feedback to identify which approaches should be maintained, expanded or modified.

Activity	Effect
Attendance Officer and targeted work with FSM learners	FSM attendance is a strategic priority. Work will continue in 2026–27 with a target of increasing attendance from 80.9% to 84% and reducing continuous absenteeism.
Harbwr – emotional regulation and inclusion	The provision continues as a continuum of support, focusing on regulation, de-intensification and reintegration into the mainstream. Boxall Profile, behaviour data and pupil feedback will be used to evaluate impact.
Developing a trauma-informed practice	The school continues to develop consistency in staff practices through training and leadership development across the school.



Hafan and Hwb Dysgu	The provision will continue and be expanded to support willingness to learn, wellbeing, attendance and completion of work.
Alternative curriculum pathways	Pathways such as MPCT and vocational placements will continue to support pupils who are at risk of disengagement and strengthen their progression.
Mentoring and small group intervention	Mentoring will continue to focus on relationships, regulation, engagement, restorative work and family contact.
ALN provision and basic skills	The specialist provision for Year 7–8 pupils will continue to address gaps in literacy and numeracy.
Support	Both Learning Support Assistants will support inclusion and work to reduce behaviour incidents and exclusions.
Mentoring Progress Leaders	The mentoring will continue to develop the confidence of Progress Leaders and change the culture of communication and support with parents and carers.

Impact evaluation

Ysgol Friars will use a combination of quantitative and qualitative evidence to evaluate the impact of the PDG. This will include:

- attendance and absence data;
- behaviour and exclusion data ;
- progress and attainment data;
- Boxall Profile scores where applicable;
- an increase in literacy and numeracy;
- qualifications data;
- post-16 progression data;
- family contact logs;
- feedback from pupils, parents and carers;
- feedback from staff;
- reintegration records;
- data on participation in interventions.



Pre- and post-intervention data will be used where possible to identify the impact of individual interventions.

Externally Delivered Programs

You should include the names of any programmes you have purchased during the previous academic year. This will help us to find out which ones are popular in Wales.

Application	Provider
MPCT	

Additional information (optional)

Ysgol Friars' PDG strategy is based on the principle that the impact of poverty on education is not an issue that can be addressed through a single intervention. There is a need for a whole-school approach that links attendance, learning, well-being, behaviour, inclusion, family engagement and aspirations.

The nine priorities developed in 2025–2026 are therefore being used as a continuum for 2026–2027. The school will continue to use data to identify pupils in need of support, target resources, monitor progress and evaluate impact.

Pupils' voice will be taken into account when planning and reviewing provision. The school will also continue to work with parents and carers, the local authority, the Education Welfare Officer, specialist services and community partners to address barriers to learning and attendance.