



Statement on the Allocation, Impact and Relevance of Pupil Deprivation Funding at Ysgol Melyd (2025/26)

School Overview

Detail	Data
School name	Ysgol Melyd
Number of learners in school	140-150
Proportion (%) of PDG eligible learners	37.6%
Date this statement was published	30/01/26
Date on which it will be reviewed	Spring 2027
Statement authorised by	Dafydd Jones (HT)
PDG Lead	Dafydd Jones

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£44850
Learning & Teaching	£31351
Community Focussed Schools	£2550
Wider strategies inc. wellbeing	£10949
Total budget for this academic year	£44850

At Ysgol Melyd, pupil deprivation funding is used strategically to reduce barriers to learning and to improve outcomes for learners eligible for free school meals. A significant proportion of these learners also have additional learning needs (ALN), and our approach ensures that funding is targeted where it has the greatest impact on inclusion, wellbeing, engagement, and progress.

The funding is used to provide **release time for the Additional Learning Needs Coordinator (ALNCo)**, enabling effective coordination of support for pupils with identified needs. This ensures timely assessment, planning, and monitoring of provision, close liaison with staff and external agencies, and the implementation of targeted interventions to meet individual learner needs. Many of the pupils supported through this role are eligible for free school meals, and this focused coordination is essential in ensuring equity of access to appropriate and timely support.

In addition, pupil deprivation funding is used to **increase teaching assistant capacity** to support learners with speech, language, and communication difficulties. This additional staffing allows for focused small-group and individual interventions, supporting learners to develop essential communication skills and to engage more confidently in their learning. The additional staffing capacity also plays a key role in supporting pupils' emotional wellbeing through tailored, bespoke support packages designed to meet individual needs. This targeted emotional support helps learners to regulate their emotions, build resilience, and develop positive relationships, which in turn has a direct impact on engagement, behaviour, and readiness to learn.

Funding is also allocated to the **Teach Active** programme, which delivers literacy and numeracy through physically active and engaging learning experiences. This approach is particularly effective for many pupils eligible for free school meals, who benefit from kinaesthetic learning and for whom more traditional classroom-based approaches are less effective. Teach Active has led to improved motivation, engagement, and participation, enabling learners to access core skills in ways that better suit their learning styles and needs.

A proportion of the funding is used to subsidise **educational visits**, including out-of-bounds residential experiences and other enrichment activities. This ensures that pupils eligible for free school meals are able to participate fully in school experiences that might otherwise place financial strain on families. These opportunities support pupils' social development, confidence, wellbeing, and engagement with school life, helping to reduce disadvantage beyond the classroom.

Pupil deprivation funding is also used to purchase the **Studybugs package**, which supports a proactive approach to improving school attendance. This system enables effective communication with families, early identification of attendance concerns, and targeted support for pupils whose attendance may be impacted by disadvantage. Improved attendance supports continuity of learning and strengthens relationships between home and school.

Overall, the use of pupil deprivation funding at Ysgol Melyd is closely aligned with the identified needs of our disadvantaged learners. It supports inclusive practice, promotes wellbeing and engagement, removes barriers to learning, and ensures that pupils eligible for free school meals are given meaningful opportunities to succeed academically, socially, and emotionally.

Summary of Pupil Deprivation Funding Expenditure, Monitoring and Expected Impact

(with links to the Curriculum for Wales Four Purposes)

Area of Expenditure	How the Funding Is Used	Expected Impact on Learners	Monitoring and Evaluation	Links to Curriculum for Wales – Four Purposes
ALNCo release time	Release time for the Additional Learning Needs Coordinator to assess needs, coordinate provision, liaise with staff and external agencies, and monitor interventions	Improved identification of needs; timely and appropriate provision; improved inclusion, progress, and wellbeing for pupils with ALN, many of whom are eligible for free school meals	ALN records and provision maps; review meetings; pupil progress data; feedback from staff, parents, and external agencies	Ambitious, capable learners – learners make progress appropriate to their needs Healthy, confident individuals – learners feel supported and understood
Additional teaching assistant support	Increased TA capacity to support speech, language, and communication needs through targeted small-group and individual interventions	Improved communication skills, confidence, and engagement; improved access to the curriculum	Intervention records; speech and language targets; pupil progress tracking; staff observations	Ambitious, capable learners – improved access to learning and communication Healthy, confident individuals – increased confidence and self-expression
Emotional wellbeing support	Delivery of tailored, bespoke emotional wellbeing support packages by teaching assistant	Improved emotional regulation, resilience, behaviour, and readiness to learn	Behaviour and wellbeing tracking; pupil voice; individual support plans; staff and parental feedback	Healthy, confident individuals – emotional resilience and wellbeing Ethical, informed citizens – positive relationships and self-regulation

Area of Expenditure	How the Funding Is Used	Expected Impact on Learners	Monitoring and Evaluation	Links to Curriculum for Wales – Four Purposes
Teach Active programme	Purchase of Teach Active to deliver literacy and numeracy through physically active learning approaches	Increased motivation, engagement, and participation; improved literacy and numeracy outcomes for kinaesthetic learners	Engagement observations; assessment data in literacy and numeracy; pupil voice; staff evaluation of approaches	Ambitious, capable learners – development of core skills Healthy, confident individuals – enjoyment of learning through physical activity
Subsidised educational visits and activities	Financial support to enable participation in out-of-bounds residential visits and enrichment activities	Increased access to enrichment opportunities; improved confidence, independence, wellbeing, and social skills	Participation records; pupil and parent feedback; staff evaluations; pupil voice activities	Enterprising, creative contributors – new experiences and teamwork Healthy, confident individuals – confidence and independence
StudyBugs attendance package	Purchase of StudyBugs to support attendance monitoring, communication with families, and early intervention	Improved attendance and punctuality; improved continuity of learning; strengthened home–school relationships	Attendance data analysis; monitoring of patterns and trends; communication logs; impact reviews	Ambitious, capable learners – improved access to learning Ethical, informed citizens – responsibility and engagement with school