Equity Grant Overview for Ysgol Cynfran

The Equity Grant (formerly known as the Pupil Development Grant, PDG) is used to improve educational outcomes for pupils from low-income backgrounds and those entitled to free school meals (eFSM). At Ysgol Cynfran, we are committed to removing barriers to learning by implementing evidence-informed strategies that improve attendance, wellbeing, engagement and academic progress. Our approach aligns directly with our School Development Plan priorities and Estyn recommendations.

Our Approach at Ysgol Cynfran

To align with Welsh Government guidance and our school improvement priorities, Ysgol Cynfran is committed to:

1. Developing targeted interventions

Providing support and intervention for disadvantaged pupils through ELSA, Trauma Informed Schools (TIS) approaches and targeted attendance support.

Identifying pupils requiring additional support through effective tracking and assessment systems.

Delivering targeted reading interventions, including Monster Phonics, for pupils who require accelerated progress.

2. Embedding equity within whole-school improvement

Ensuring Equity Grant priorities are fully aligned to the School Development Plan.

Focusing on improving reading outcomes, attendance, learner independence and wellbeing.

Providing professional learning that directly improves outcomes for disadvantaged learners.

3. Supporting the whole child

Recognising that wellbeing and attendance are essential foundations for learning.

Working closely with families to remove barriers to attendance and engagement.

Promoting belonging, positive relationships and high aspirations for all learners.

Equity Grant Allocation for 2026-27

Total Allocation: £51,750

Strategies and Activities for 2026-27

1. Learning and Teaching

Deliver targeted reading interventions for disadvantaged learners, including Monster Phonics intervention and additional reading support. These interventions are designed to address the variability in reading progress identified through school self-evaluation.

Provide professional learning linked to reading development, inclusive practice and effective intervention strategies.

Continue to embed Enabling Learning approaches to promote independence, resilience and pupil ownership of learning.

2. Community-Focused Initiatives

Implement the Inclusive Attendance Framework to improve attendance through a relationship-based and graduated approach.

Develop attendance profiles and targeted support plans for pupils at risk of persistent absence.

Strengthen engagement with families through attendance conversations, collaborative problem-solving and early intervention.

3. Wellbeing, Belonging and Aspirations

Continue delivery of ELSA and Trauma Informed Schools support for vulnerable pupils.

Ensure disadvantaged learners receive timely support to overcome emotional, social and attendance-related barriers.

Develop pupils' confidence, self-esteem and resilience through nurturing relationships and personalised support.

Budgeted Costs (2026-27)

Learning and Teaching: £15,000

Community-Focused Initiatives: £20,000

Wider Strategies for Wellbeing, Attendance and Inclusion: £16,750

Total Allocation: £51,750

Outcomes from 2025-26

During 2025-26, Equity Grant funding contributed to several positive developments:

Staff engaged successfully with Enabling Learning professional development. Learning environments were adapted across the school, enabling many pupils to make independent choices and access resources confidently.

Mathematical reasoning improved for many pupils, with assessment data showing gains of between +3 and +7 standardised points in mathematics and +2 to +5 points in reasoning.

Monster Phonics became embedded across the Foundation Learning stage, supporting improvements in pupils’ phonics knowledge and early reading skills.

Senedd-style pupil voice groups were established successfully, increasing engagement and helping pupils feel that their views are valued within the school community.

Wellbeing survey outcomes were highly positive, with 91% of pupils reporting that they enjoy school, 97% reporting that school helps them work independently and 94% reporting that they feel safe in school.

Professional learning became more closely aligned to school priorities, particularly in phonics, independent learning and wellbeing.

Areas identified for further improvement included:

Increasing consistency in reading outcomes.

Embedding independent learning approaches across all classes.

Improving attendance, particularly for vulnerable groups.

Strengthening evaluation of professional learning and intervention impact.

Success Criteria for 2026-27

By July 2027:

Most disadvantaged pupils make at least expected progress in reading from their starting points.

Most pupils receiving targeted reading intervention demonstrate measurable gains in attainment and confidence.

Most disadvantaged pupils attend school regularly and engage positively with learning.

Attendance improves for identified vulnerable groups and pupils at risk of persistent absence.

Most staff confidently implement Inclusive Attendance principles to identify and address barriers to attendance.

Most pupils demonstrate greater independence, resilience and confidence in their learning.

Externally Provided Programmes

Monster Phonics - Monster Phonics Ltd

Inclusive Attendance Programme - Conwy Local Authority

Emotional Literacy Support Assistant (ELSA) - ELSA Network

Trauma Informed Schools (TIS) - Trauma Informed Schools UK

Monster Phonics continues to support the school's priority of improving reading outcomes and providing targeted intervention for pupils requiring additional support.