



Ysgol Hendrefelin Special School Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the 2025 to 2026 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Number of pupils in school	181
Proportion (%) of PDG eligible pupils	65%
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Richard Blank (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£97,750
Total budget for this academic year	£97,750

Part A: Strategy Plan

Statement of Intent

Our Vision for Ysgol Hendrefelin

At Ysgol Hendrefelin we recognise and respond to the needs of each pupil, through supporting and challenging learning experiences, in a secure, respectful and inclusive environment. We embrace best practices for all pupils with disabilities.

We aspire:

- to provide a pupil-centred approach to learning with a focus on the individual needs of our pupils.
- to provide a caring environment where all pupils feel valued, safe and happy.
- to ensure that health and well-being is at the heart of everything we do.

- to create an environment where all pupils will make progress and be given the support and encouragement necessary to succeed on their learning journey.
- for pupils to have pride in who they are and have a sense of identity and belonging within the community. Pupils will want to take part in the community and take care of the world.
- to provide opportunities for pupils to develop key life skills to help prepare them for a more independent adult life.
- to commit to develop learners' Literacy, Numeracy and Digital Competency skills to prepare them for adult life and an ever-changing world.
- to create a meaningful curriculum tailored to the specific needs of our pupils which is both engaging and based on high expectations for all learners. The curriculum will support pupils to realise the "Four Purposes" of the Curriculum for Wales.
- to empower pupils to believe in themselves and what they can do. They want to learn and do better. We will work closely with pupils to develop the skills they need to be able to learn effectively.
- to encourage creativity and new ways of thinking and problem solving.
- to support children in understanding their rights, abilities and responsibilities, thus allowing them to become responsible, productive citizens.
- to provide pupils with the knowledge, skills and experience to take care of their health and mind and feel good about themselves and what they believe in.
- to work closely in partnership with parents, carers, and other professionals to ensure that our pupils are fully supported.
- to provide an environment where high quality teaching and learning is promoted by school leaders, whereby school staff receive highly effective training through a well-planned professional learning programme. There is a key whole school focus for teachers to deliver good and excellent lessons consistently. Quality teaching will enable pupils to make progress and reach their potential.
- to promote the value of trust and mutual respect for themselves and others.

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 whole school attendance	Target an increase in overall attendance for every pupil. Increase in attendance of recognised groups: <ul style="list-style-type: none"> • Less pupils on reduced timetables/PSPs. • Increase in the time that pupils on Part time tables attend school. • Improvement in attendance of those pupils who have persistent low attendance (below 80%). • Aim to increase attendance levels of all pupils.

Develop pupils' ability to regulate their own emotions and behaviour including their ability to form successful relationships and improve their well-being.	Many pupils will recognise and control their behaviour. Pupils are able to explain their behaviour and understand how to look for solutions. There are individual targets on 1 page profiles/ IDPs if appropriate for individual pupils. Reduce Team Teach incidents, exclusions and improve attendance?

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

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Learning and Teaching –

Budgeted cost: £62,000.

Activity	Evidence that supports this approach
Continue to attend the Teaching and Learning group with the LA focussing on the further development of the new curriculum – key focus of progress and assessment	2 posts for Curriculum Leaders who are leading curriculum development across school. Staff attending appropriate training courses.
Continue to access appropriate Vocational activities to further engage pupils into enjoyable learning across school.	2 Mechanics courses; Welding course; Power tools courses; Climbing courses; 2 Hairdressing courses; Outdoor education; SCIS; Bike maintenance

Community Schools –

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Budgeted cost: £25,500

Activity	Evidence that supports this approach
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Extra-curricular clubs to further engage pupils.	Tuesday (after school) sports club at Bryncoch throughout the year. Thursday (after school) activity club for vulnerable pupils.
Further support families, pupils, teachers with strategies to enable pupils to further engage in learning at school and raise their attendance.	Well-being support group meet fortnightly to discuss pupils. Extending the contract for attendance/ support/ family support officer to further support pupils and families with the aim of supporting and encouraging pupils to attend more regularly. Discussion with EWO, Deputy Heads, new attendance officer, school social worker.
Meetings to support pupils and families aimed at improving overall attendance.	Attendance/ family support officer employed. Diary of attendance meetings. Discuss with pupils and families.
Continue to organise Residential trips to foster enjoyment and help to develop positive relationships amongst pupils and between pupils and staff.	KS3 MLD/ASD – St Maddocks KS4 MLD/ ASD – Manor Adventure KS3 BESN trip to West Wales

Wider strategies

Budgeted cost: £168,000

Activity	Evidence that supports this approach
Continue to support our outreach provision. Staff working with pupils outside of school eg at NPT college site; Pontardawe Library; at home.	2 Members of staff employed to manage and deliver outreach provision/ learning.
Therapeutic interventions to	Staff roles:

help meet the needs of our pupils	<ul style="list-style-type: none"> • School social worker • Play therapist • ELSA trained staff on all sites <p>Pupil progress; interview pupils, carers and staff for impact.</p>
Professional development	<p>Seconded roles for middle leaders to the senior leadership team with the key focus on developing the curriculum consistently across all sites.</p>

Total budgeted cost: £255,500.

Part B: Review of outcomes in the previous academic year

PDG outcomes from last year:

Focus Area	Outcomes
Residential trips	<p>Residential trips took place again this year: KS3 MLD/ASD – St Maddocks, Gower KS4 MLD/ ASD – Manor Adventure, Llanwrtyd Wells. Team building; developing positive relationships; improving confidence; developing listening skills; problem solving skills;</p>
Supporting well-being of pupils	<p>Pupils are identified through a referral process whereby class teachers inform Unit Leaders, Unit leaders inform Deputy Heads & ALNCo and then Deputy Heads and ALNCo bring the information to the meetings. Appropriate support is then agreed for the pupils discussed. When necessary links are made with outside agencies and families. Within school therapeutic interventions have continued when necessary through a number of avenues: ELSA; School Based Counsellor; School's social worker and play therapist; lego therapy; The school's social worker has also played a key role in supporting both pupils and families through challenging times. Well-being meetings take place</p>

	<p>weekly and the information and actions are recorded.</p> <p>Staff training and a whole school approach to “Zones of regulation” has resulted in “zones of regulation” being introduced and embedded across all our provisions.</p> <p>We are always looking for this to develop and be used in the best way possible way for our learners. We now use ‘Zones’ and ‘Circuits’ to meet the needs of all our learners, helping them to develop the skills to manage their own wellbeing. This has been adapted to all parts of the school through our universal learning provision.</p>
Improving behaviour and engagement of pupils at SEBD sites	<p>Outdoor learning and a more vocationally based curriculum has helped to further engage pupils into activities and skills that they enjoy. Improvements in engagement often link closely with improvements in attendance and behaviour. We have increased the number of vocational activities on offer.</p>
Further developing the new curriculum of Wales by continually devising, implementing and evaluating a transformational curriculum to meet the needs of pupils from Ysgol Hendrefelin.	<p>We have continued to fund 2 Curriculum Leader posts to further support and develop the curriculum at KS2, KS3 and KS4 across all sites.</p>

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Outdoor Learning – Forest and coastal schools	“Down to Earth”
Outdoor Learning - Surfing	Surfability
Mechanics	NPT College
Hairdressing	NPT College & Skills and Training
Power Tools	NPT Skills and Training
Outdoor Learning - Climbing	Port Talbot Urban Adventure
Bike Maintenance	Positive Programmes

