Llwynypia Primary School

Pupil Development Grant Strategy Statement

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's intended 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

Detail	Data
School name	Llwynypia Primary
Number of pupils in school	177
Proportion (%) of PDG eligible pupils	38.9%
Date this statement was published	10/09/25
Date on which it will be reviewed	10/09/26
Statement authorised by	A. Lewis
PDG Lead	S Dessent
Governor Lead	A. Lewis

Funding Overview

Detail	Amount
Equity (formerly PDG) grant income	£90, 850
Total budget for this academic year	£90, 850

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

What are your ultimate objectives for the pupils being supported?

- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (eFSM) and to pupils who have been looked after continuously for more than six months (CLA).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are CLA.

As a school we have agreed the following three steps:

1. To identify the target group of pupils, its characteristics and needs.
2. To plan interventions which make the most effective use of resources.
3. To monitor and evaluate the impact of resources.

In 2024- 2025 Llwynypia Primary School was provided with a PDG allocation of £90, 850.

At Llwynypia Primary School, we have a comprehensive plan, agreed and monitored by Rhondda Cynon Taff local authority and CSC, to promote progress and remove barriers to learning for pupils eligible for this funding.

We will use the funding available for:

- *Enhancing teaching and learning by providing programmes of support for those learners with basic skills literacy and numeracy. (This is being done by providing intervention and support through group and individual tuition such as Catch-up Literacy and Numeracy interventions, Speech and Language Link, Popat and Literacy & Numeracy targeted support).*
- *Enhancing teaching and learning by providing programmes of support for those learners with basic skills in emotional literacy. (This is being done by providing intervention and support through group and individual tuition such as ELSA and PERMA)*
- *Improving tracking systems through using a concise and consistent tracking system that will demonstrate pupils' baseline and their progress from that baseline.*
- *Improving assessment through utilising assessment, marking and feedback strategies that support pupils to understand the steps required to make progress.*
- *Improving links between home and school to provide support, training and advice for families of vulnerable children.*
- *Improving attendance and punctuality monitoring and tracking attendance and punctuality, working closely with AWS in the LA and supporting vulnerable families to improve attendance and punctuality.*
- *Accelerated progress in the early years provision by strengthening transition arrangements and providing high quality educational experiences.*

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
To improve punctuality and attendance of eFSM pupils and to further support and engage eFSM families. **Work with Aws for targeted group.**	• Increased attendance and improved punctuality throughout the school. • Target children (Vulnerable learners) have improved attendance and punctuality. • Increased parental involvement for (targeted learners).
To improve quality of feedback and marking to positively impact upon pupil progress and outcomes	• Increased understanding of assessment throughout the school - consistency in assessment strategies. • AFL strategies are embedded and having a positive impact on pupils' independence and how to better understand their learning.
Develop the curriculum to provide purposeful and authentic learning experiences that allow pupils to develop their independence and confidence for all pupils.	• Consistency in Teaching & Learning throughout the school - at least good. • Collaboration activities are supporting improvements in classroom practice. • Develop authentic, real-world contexts and problems. • Connect learning to pupils' lives and communities.
Close the gap between eFSM and non-FSM pupils within the school.	• Progression step planning for support and consistency • Further closing the gap in LLC and MD between FSM and non- FSM pupils. • Providing targeted interventions
To identify and provide regular opportunities for parents, carers and guardians of FSM pupils to become more involved in the education of our pupils.	• Increased parental involvement (targeted learners). • Improved parental engagement positively impacting on pupil progress and attainment.
To provide training/intervention to support staff to ensure the emotional and academic needs of vulnerable eFSM pupils are met.	• Increased staff knowledge and understanding of needs including updated ELSA, Teamteach. • Staff fully equipped to deal with situations where children require support emotionally • Interventions having a positive impact on closing the gap between FSM and non-FSM learners. • SHINE Intervention.
Young children have educational experiences which prepare them for school and academic success	• Targeted interventions. • Nursery provision.

Activity in this academic year

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

- Link with AWS, monitor and track attendance of vulnerable learners.
- Participate in partnership with AWS that offers support to pupils with low attendance.
- Develop parental links and skills through Communities for Work courses and the Multiply Project.
- Develop a community pantry and warm space.
- Collaboration opportunities- within school and across the cluster.
- Professional input from CSC, SALT, PCSO, Educational Psychology,Learner Support Services, Additional Learning Provision (ALP) and Early Years ALN Team, Children Looked After Team, Additional Learning Needs Administrative Service (ALNAS),Behaviour support.
- Funding for staff member to provide Emotional Literacy interventions- ELSA, Time to Talk and to support pupils identified as having Emotional Based School avoidance, (EBSA).
- Funding for staff members to provide academic interventions- Catch up literacy, numeracy interventions, Speech and Language link, Wellcomm, Big Maths, Language Link, Junior Language Link, Precision Teaching.
- Additional staff to support/provide interventions
- Wellbeing & nurture support for identified pupils.

Learning and Teaching

Budgeted cost: £38,562.00

Activity	Cost	Evidence that supports this approach
Provide effective intervention for literacy, numeracy and wellbeing for all groups of learners. Employ Teaching Assistants for interventions and support. Teaching Assistants to deliver • Arrow for spelling. • Catch Up Literacy • Numeracy interventions. • POPAT • Welcomm • Speech & Language Link • DEST • Target Readers • Target Maths • Big Maths • Mathseeds • Mathletics • Reading Eggs	TAs £38,562.00	Interventions in education allow teachers and teaching assistants to address any gaps in a child's progress or attainment. Once a need has been identified, effective interventions can then be used to overcome any barriers in the child's learning. These interventions require time for staff to liaise on the provision. We utilise precision teaching methods as a structured teaching method designed to improve the accuracy and fluency of readin, spelling and numeracy. The main goal of precision teaching is to target and improve specific skills within an intervention identified through robust data analysis. We utilise interventions such as - Catch Up Literacy & Numeracy interventions, Big Maths interventions and ARROW. These strategies will raise standards and 'boost' pupils progress. Active learning linked to our assessment processes is an approach to instruction that involves actively engaging pupils through discussions, problem solving, role play and other methods. Active learning approaches place a greater degree of responsibility

	£38,348.00	on the learner than passive approaches such as formal instructions, but teaching and guidance is still crucial in the role of active learning. We support active learning, including problem solving, and deliver small group support using structured interventions, such as Big Maths.
Employ Teaching Assistants for Foundation Age pupils including nursery. Teaching Assistants to deliver • POPAT • Welcomm • Speech & Language Link • DEST • Target Readers • Target Maths		

Community Schools Budgeted cost: £13,937.32

Activity	Cost	Evidence that supports this approach
To improve punctuality of eFSM pupils, so that they attend school on time and are ready to learn and to further support and engage eFSM families. • Further develop links with AWS, liaise with AWS and HT/Clerk to monitor and track pupil attendance. • Set up attendance group of pupils to work with AWS. • Track and Support identified vulnerable groups and eFSM families • First response calls and texts Teachers2parents. • Late on the gate support from AWS. • Develop parental skills to support their children's wellbeing and learning with initiatives such as Communities for Work Project – Building Resilience. • Family learning activities to provide parents with methods and strategies to support their children at home – Literacy and Numeracy Fairs. • Celebrate improvements/ action concerns through regular reviews of tracking and planning. • Weekly communication with parents through our newsletter. • Attendance figures shared with parents through newsletters. • Attendance incentives and rewards to improve punctuality and attendance – raffle tickets and half termly reward assemblies.	T2P £1,318.68 FEO £4057.00 MCAS	Being in school every day is important to a child's achievement, wellbeing, and their wider development. We also know that attendance has a strong impact on learner outcomes, standards and progression. The Welsh Government said that *"attendance has a strong impact on learner outcomes, standards and progression and that examination outcomes strongly correlate to attendance rates"*. This ultimately impacts on a young person's longer-term education, training and employment opportunities. Targeted interventions that further support learning are often missed. As a school we aim to ensure that no child misses out on that support, through rigorous recording of all support and interventions delivered. If a child misses their intervention then we endeavour to ensure the session or sessions missed are caught up.

• Weekly celebration assemblies highlighting attendance. • Monitor attendance of vulnerable learners. • Work with RCT Partners – to support parents – Communities for work – Building Resilience • Solution Focused Brief Therapy – training.		
To identify and provide regular opportunities for parents, carers and guardians of FSM pupils to become more involved in the education of our pupils. • Parents to gain a better understanding of how to support their child at home using online learning platforms. • Support home working through the Reading Eggs, Reading Eggspress, Mathletics, Maths Seeds, Big Maths and Seesaw. • Paper learning activities that provide parents with methods and strategies to support their children at home. (Digitally excluded). • Assessment for learning opportunities further developed. to focus on direct instruction, independent practice, assessment, and feedback.	Reading Eggs package £1717.44 Big Maths £1500.00 Seesaw £2616.00 Twinkl £1328.60 Showbie £1400.00	*Research indicates that effective family and community engagement can have a positive impact on outcomes for all, but especially for learners from more deprived backgrounds. Schools should identify interventions that are effective in supporting parental and community engagement from the earliest opportunity. (WG PDG guidance)* Excellent assessment for learning fosters a Growth Mindset it emphasises effort, progress, and learning from mistakes. It reduces fear of failure and encourages resilience.

Wider strategies (for example and where applicable, Health and Wellbeing, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £13,472

Activity	cost	Evidence that supports this approach
To provide interventions to support and ensure the emotional and academic and physical needs and physical of vulnerable eFSM pupils. Support pupils with low attendance with part time FEO role. Teaching Assistants to deliver • ELSA • ELSA Breakfast • Emotionally available Adults • EBSA support • Time to Talk • Socially Speaking • Thrive • PERMA • SALT • After school clubs including external providers – CFCC & Cambrian United Multi Sports.	£11,532.00 £740.00 £1,200.00	Low self-esteem and wellbeing lead to pupils falling behind their peers, they can begin to lose confidence. Implementing interventions can help to build a child's self-worth. Our interventions take place in a nurturing, safe environment, which can positively contribute to pupils' overall wellbeing. We provide emotional support through Time to Talk, Socially Speaking, ELSA, SHINE, SALT and Thrive. These strategies form part of the school's overall response to attendance. Sporting interventions and support for healthy development of mind and body.

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

Attendance and wellbeing of some pupils remained low. A provision map for addressing wellbeing needs is formulated. Our ELSA supports all pupils.

Attendance Target 90%

- Attendance statutory age pupils Non-FSM 91.3%
- Attendance statutory age pupils eFSM 88.0%
- Statutory school age attendance - 90.4%
- Whole school attendance - 90.1% - 23/24 at 89.2%.
- Decrease in unauthorised attendance whole school from 10.8%923/23) to 9.9% (24/25)

Wellbeing

- SHRN response Years 3 to 6, 74% of learners rated their life satisfaction as 8 or above.
- 96% of learners say they feel they belong at their school.
- 97% of pupils feel their teacher cares about them as a person.

The school identified low levels of academic achievement in both literacy and maths and available data was used to inform provision maps for interventions. Teaching assistants are deployed to maintain the raft of interventions and support that is vital in addressing pupil needs. The result of this dedicated, robust approach was as follows

Reading is a strength of the school. The dedicated and robust interventions have proved successful and show how skills from decoding to developing higher order reading skills are addressed. There are expectations on all staff to ensure regular reading and no child is missed. School reading progress data shows -

- 69.6% of pupils in Years 3 to 6 have a reading age equal to or above their chronological age.
- 39.5% of pupils in Year 1 and 2 have a reading age equal to or above their chronological age.
- 74.5% of pupils in Years 3 to 6 have a reading comprehension age equal to or above their chronological age.
- 41.9% of pupils in Year 1 and 2 have a reading comprehension age equal to or above their chronological age.
- 64.8% of all pupils from Year 1 to Year 6 have a reading age equal to or above their chronological age.
- 43.2% of pupils in Years 3 to 6 have a reading age>= 24 months.
- 43.2% of pupils in Years 3 to 6 have a reading comprehension age>= 24 months.
- 20.9% of pupils in Years 1 & 2 have a reading age>= 24 months.
- 23.3% of pupils in Years 1 & 2 have a reading comprehension age>= 24 months.
- 36.6% of all pupils have a reading age>= 24 months.
- 37.2% of all pupils have a reading comprehension age>=24 months.

The school's LLC portfolio shows the development of writing & skills from Nursery to Year 6 and covers a range of writing genres. School portfolios, class books evidence at least good progression.

Many pupils' numeracy skills across the curriculum are good. Application of skills are most often at the correct skill level. Increasingly, most pupils identify where they can use numeracy skills in a wide range

of learning contexts. They regularly use these skills independently.

- In years 3 to 6 more than half - 51.5% of pupils have a spelling age greater than their chronological age.
- In years 1 and 2, 36.6% of pupils have a spelling age greater than their chronological age.
- 47.2% of all pupils tested from Year 1 to Year 6 have a spelling age greater than their chronological age.
- 27.7% of pupils from Year 3 to Year 6 have a spelling age>= 24 months above their chronological age.
- 64.4% of pupils from years 3 to 6 have a maths age above their chronological age.
- 56.1% of pupils in year 1 and 2 have a maths age above their chronological age.
- 62% of all pupils tested have a maths age above their chronological age.
- 18.6% of pupils in Year 3 to Year 6 have a maths age>= 24 months above their chronological age.
- 96.5% of all pupils tested mage progress. (111/115)

AfL

- Engagement is positive in all classes. Most pupils can explain their activities and how they use AFL strategies.
- Pupil collaboration is a strong feature.
- Written feedback is developing well. Samples of work identify a developing consistency of approach.
- Feedback identifies when verbal feedback has been used.
- There are positive examples of peer assessment and feedback.
- The use of feedforward prompts is developing well.

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**
Taith 360 (Planning and assessment toolkit linked to C4W)	Assessment Foundation
Seesaw (remote learning, home and school links- sharing learning and improving communication)	Seesaw
Reading Eggs, Reading Eggspress, Maths Seeds and Mathletics.	3P Learning
Big Maths (Maths SOW)	Andrell Education
Teachers 2 Parents- Text/Email messaging service & parent meetings	Teachers 2 Parents
Showbie	Showbie.com