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 2026 to 2027 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	168
Proportion (%) of PDG eligible pupils	29.2%
Date this statement was published	09/09/2026
Date on which it will be reviewed	09/09/2027
Statement authorised by	A. Lewis
PDG Lead	S Dessent
Governor Lead	A. Lewis

Funding Overview

Detail	Amount
Equity (formerly PDG) grant income	£82,430
Total budget for this academic year	£82,430

Part A: Strategy Plan

Statement of Intent

Llwynypia Primary School Pupil Development Grant (PDG) Strategy Statement

The Pupil Development Grant (PDG) is allocated to schools to support pupils from low-income households who are currently known to be eligible for free school meals (eFSM) and pupils who have been looked after continuously for more than six months (CLA). The grant is intended to reduce the impact of poverty on educational attainment and wellbeing by enabling schools to implement sustainable, evidence-informed strategies that remove barriers to learning and promote improved outcomes.

*In **2026-2027, Llwynypia Primary School received a PDG allocation of £82,430**.*

At Llwynypia Primary School, we are committed to ensuring that all learners, regardless of their background or circumstances, have equitable opportunities to succeed. Our PDG strategy is informed by self-evaluation, pupil progress data and our School Development Plan priorities. It is monitored by Rhondda Cynon Taf Local Authority and CSC to ensure that funding is used effectively and has a positive impact on learning and wellbeing.

Our Ultimate Objectives

Our aim is for all pupils eligible for PDG funding to:

- *Achieve their full potential and make strong progress across the Curriculum for Wales.*
- *Develop secure literacy, numeracy and communication skills.*
- *Attend school regularly and engage positively in learning.*
- *Develop positive wellbeing, resilience and emotional literacy.*
- *Experience a strong sense of belonging and inclusion within the school community.*
- *Leave Llwynypia Primary School equipped with the knowledge, skills and confidence needed for future success.*

How Our Strategy Works Towards These Objectives

As a school, we have agreed the following three key steps:

1. ***Identify** the target group of pupils, their characteristics and their specific needs.*
2. ***Plan targeted interventions** and support that make the most effective use of available resources.*
3. ***Monitor and evaluate impact** to ensure resources are improving outcomes and reducing barriers to learning.*

Our strategy places a strong emphasis on high-quality, inclusive teaching alongside targeted interventions, early identification of need and close partnership working with families. We recognise that raising attainment requires a whole-school approach that addresses academic, emotional and social barriers to learning.

Key Principles of Our Strategy

Our approach is underpinned by the following principles:

- *Equity rather than equality, ensuring support is matched to need.*
- *Early identification and intervention.*
- *High-quality, inclusive classroom practice.*
- *Evidence-informed decision making.*
- *Strong partnerships with families and external agencies.*
- *A focus on wellbeing as the foundation for learning.*
- *Continuous monitoring and evaluation of impact.*

Planned Use of PDG Funding

PDG funding will be used to support the following priorities:

Enhancing Teaching and Learning

- *Providing targeted literacy and numeracy interventions for pupils requiring additional support, including programmes such as Catch-Up Literacy, Speech and Language Link and other small-group and individual interventions.*
- *Providing tailored support to accelerate progress and close learning gaps identified through assessment and tracking.*

Supporting Emotional Health and Wellbeing

- *Delivering targeted emotional literacy interventions, including programmes such as ELSA and PERMA.*
- *Providing nurturing support that develops resilience, self-esteem, emotional regulation and positive relationships.*

Improving Assessment and Tracking

- *Developing consistent and robust tracking systems that clearly identify pupils' starting points and measure progress over time.*
- *Using assessment information effectively to identify barriers to learning, inform planning and ensure that support is timely and responsive.*

Improving Feedback and Progress

- *Strengthening assessment, marking and feedback practices so that pupils understand their next steps in learning and are empowered to make progress.*

Strengthening Home-School Partnerships

- *Working closely with families to provide advice, guidance and support.*
- *Developing effective communication and engagement opportunities that help families support their children's learning and wellbeing.*

Improving Attendance and Punctuality

- *Monitoring attendance and punctuality closely through robust tracking systems.*
- *Working alongside the Local Authority Attendance and Wellbeing Service (AWS) and supporting families where attendance presents a concern.*
- *Implementing targeted strategies to reduce persistent absence and improve engagement in learning.*

Supporting Early Years Progress

- *Accelerating progress in the early years through high-quality learning experiences.*
- *Strengthening transition arrangements to ensure children settle successfully into school and establish strong foundations for future learning.*

Expected Impact

Through the strategic use of PDG funding, Llwynypia Primary School aims to reduce the attainment gap associated with disadvantage, improve attendance and engagement, strengthen wellbeing and ensure that all pupils can access high-quality learning opportunities. Our overarching goal is to remove barriers to learning and enable every child to thrive academically, socially and emotionally within our inclusive and nurturing school community.

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 all pupils particularly for pupils eFSM, from low-income households and those with ALN. **Work with AWS for targeted group.**	• Achieve the Inclusive Attendance Silver Award • 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 the quality of writing through effective feedback and questioning to positively impact upon pupil progress and outcomes, particularly for pupils eFSM, from low-income households and those with ALN.	• Teachers consistently use high-quality questioning and feedback strategies that deepen pupils' thinking and improve the quality of their writing. • Pupils can articulate how feedback helps them improve their work and can identify their next steps in writing. • Evidence from learning walks, book scrutiny and pupil voice demonstrate a consistent approach to feedback and questioning across the school. • Pupils respond effectively to feedback and use editing and redrafting strategies to improve their writing. • Increased levels of pupil independence are evident, with learners reviewing, editing and improving their own work before seeking adult support. • Writing assessments show improved progress across all year groups, particularly for vulnerable learners and targeted groups. • A greater proportion of pupils achieve age-related expectations and make expected or better progress in writing from their individual starting points. • The quality of writing across the curriculum demonstrates improved vocabulary, sentence structure, organisation and accuracy. • Assessment and tracking data show a reduction in attainment gaps between disadvantaged learners and their peers in writing. • Staff confidence in providing effective feedback and using purposeful questioning is increased, as evidenced through professional dialogue, monitoring activities and self-evaluation. **Impact Measures:** • Improved writing outcomes in school tracking data. • Positive evidence from book scrutinies, learning walks and pupil voice. • Increased percentages of pupils making expected or better progress in writing. • Reduced attainment gaps for identified groups of learners.
Develop numeracy and calculation skills that allow pupils to develop their independence and confidence, particularly for pupils eFSM, from low-income households and those with ALN.	• Teachers consistently provide high-quality numeracy experiences that develop pupils' fluency, reasoning and problem-solving skills. • Pupils demonstrate improved confidence when selecting and applying appropriate calculation strategies independently. • Learners can explain their mathematical thinking using appropriate mathematical language and justify their answers. • Pupils increasingly use mental calculation strategies and known facts accurately and efficiently. • Numeracy skills are applied successfully across different areas of the curriculum and in real-life contexts.

	• Learning walks, work scrutinies and pupil voice demonstrate increased independence and resilience when tackling mathematical challenges. • Pupils show greater perseverance when solving unfamiliar problems and are less reliant on adult support. • Assessment data shows improved attainment and progress in numeracy across all year groups. • A greater proportion of pupils achieve age-related expectations and make expected or better progress from their starting points. • Targeted groups of learners, including those eligible for eFSM, demonstrate accelerated progress, resulting in reduced attainment gaps. • Staff confidence and consistency in the teaching of calculation strategies are evident through professional dialogue, monitoring activities and classroom practice. Impact Measures • Improved outcomes in school-based and standardised numeracy assessments. • Increased pupil confidence, evidenced through pupil voice surveys and discussions. • Positive findings from lesson observations, learning walks and work scrutiny activities. • Greater levels of independence observed during numeracy lessons and cross-curricular learning. • Reduced attainment gaps between vulnerable learners and their peers. • Increased percentages of pupils making expected or better progress in numeracy and calculation skills.
Provide opportunities for pupils to apply their numeracy skills across the curriculum, particularly for pupils eFSM, from low-income households and those with ALN.	• Planned opportunities for numeracy are embedded across all Areas of Learning and Experience (AoLEs). • Pupils confidently apply their numeracy skills in a range of real-life and cross-curricular contexts. • Learners can select and use appropriate mathematical strategies independently to solve problems. • Pupils demonstrate an understanding of how numeracy supports learning in different subjects, including science, geography, technology and health and wellbeing. • Teachers plan purposeful activities that require pupils to use and develop numeracy skills beyond dedicated mathematics lessons. • Work scrutiny demonstrates regular and progressive use of numeracy across the curriculum. • Pupils are able to interpret, analyse and present data using appropriate mathematical methods and vocabulary. • Learners show increased confidence and independence when applying numeracy skills in unfamiliar contexts. • Pupil voice indicates that learners recognise the relevance and importance of numeracy in everyday life. • Assessment and tracking data show improved progress in numeracy and problem-solving skills across all year groups. • Vulnerable groups of learners, including those eligible for eFSM, demonstrate improved outcomes and reduced attainment gaps in numeracy. Impact Measures • Evidence of numeracy application across a range of curriculum areas in pupils' work. • Positive outcomes from learning walks, lesson observations and work scrutinies. • Increased pupil confidence and engagement, evidenced through pupil voice activities. • Improved attainment and progress in numeracy assessments. • Greater levels of independence when applying mathematical skills in different contexts. • Reduced attainment gaps between disadvantaged learners and their peers.

To identify and provide regular opportunities for parents, carers and guardians of FSM pupils. particularly for pupils eFSM, from low-income households and those with ALN to become more involved in the education of our pupils.	• A range of accessible and inclusive opportunities are provided throughout the year to engage parents, carers and guardians in their children's learning. • Increased participation of parents and carers from eFSM, low-income and ALN families is evident at workshops, information sessions, consultations and school events. • Parents and carers report increased confidence in supporting their child's learning at home. • Effective communication systems strengthen engagement between home and school. • Targeted families receive appropriate support, guidance and signposting to relevant services and resources. • Parents and carers contribute more actively to discussions regarding their child's progress, wellbeing and next steps in learning. • Attendance at parent consultations and school engagement events increases, particularly among identified target groups. • Stronger relationships are established between families and school staff, leading to improved trust, collaboration and communication. • Pupils demonstrate improved engagement, confidence and attitudes towards learning as a result of increased parental involvement. • Attendance, wellbeing and progress data show positive trends for targeted pupils. • Feedback from parent questionnaires and consultations indicates high levels of satisfaction with the support and opportunities provided by the school. • Barriers to participation are identified and reduced through flexible and responsive approaches to family engagement. Impact Measures • Increased attendance at family engagement events, workshops and parent consultations. • Positive feedback from parent and carer surveys. • Improved home-school communication and engagement records. • Increased parental involvement in supporting learning at home. • Improved attendance, wellbeing and progress outcomes for targeted pupils. • Evidence from pupil voice, parent voice and school monitoring activities demonstrate stronger family-school partnerships.
To provide training & intervention to support staff to ensure the emotional and academic needs of pupils particularly for pupils eFSM, from low-income households, those with ALN and vulnerable pupils.	• Increased staff knowledge and understanding of needs including updated ELSA, Teamteach, CLA, Safeguarding. • 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. • Staff receive high-quality professional learning focused on supporting the emotional wellbeing, engagement and academic progress of vulnerable learners. • Staff demonstrate increased confidence and competence in identifying and responding to pupils' emotional, social and academic needs. • Consistent nurturing and inclusive approaches are evident across the school. • Staff effectively implement targeted interventions that support pupil wellbeing, attendance, engagement and attainment. • Learning environments reflect inclusive practices that enable all pupils to access learning and achieve success. • Pupil wellbeing data demonstrates improved emotional resilience, self-esteem and readiness to learn. • Vulnerable pupils report feeling safe, supported and valued within the school community. • Assessment and tracking information shows improved progress and attainment for identified groups of learners. • Staff use assessment and wellbeing information effectively to identify needs and adapt provision accordingly.

	• There is a reduction in barriers to learning for pupils eligible for eFSM, those from low-income households, pupils with ALN and other vulnerable groups. • Attendance, engagement and participation improve for targeted pupils. • Monitoring activities, including learning walks, work scrutiny and professional dialogue, demonstrate the effective application of training within classroom practice. • Attainment and wellbeing gaps between vulnerable learners and their peers reduce over time. • Strong multi-agency and family partnerships support a coordinated approach to meeting pupils' needs. **Impact Measures** • Increased staff confidence evidenced through professional learning evaluations and self-assessment. • Improved pupil wellbeing outcomes from surveys, observations and wellbeing tracking. • Improved attainment and progress data for targeted learners. • Increased engagement in learning and positive attitudes towards school. • Improved attendance rates and a reduction in persistent absence among vulnerable learners. • Evidence from monitoring and evaluation activities demonstrates consistent implementation of inclusive and nurturing practices across the school. • Reduced attainment, attendance and wellbeing gaps between vulnerable pupils and their peers.
Young children have educational experiences which prepare them for school and academic success	• Children demonstrate high levels of engagement, confidence and independence in their learning. • Effective transition arrangements are in place between home, nursery settings and school, ensuring children settle quickly and positively into school life. • Children develop strong communication, language and social interaction skills that support learning and positive relationships. • High-quality learning experiences promote curiosity, creativity, resilience and a positive attitude towards learning. • Children make good progress from their starting points in literacy, numeracy and personal development. • Learning environments are nurturing, stimulating and responsive to children's developmental needs. • Staff consistently use effective observation, assessment and planning processes to meet individual learning needs. • Parents and carers are actively involved in supporting their child's learning and transition into school. • Attendance and engagement levels are high in the early years. • Children demonstrate increasing independence in routines, self-care and learning activities. • Vulnerable learners, including pupils eligible for eFSM, those from low-income households and children with additional learning needs, make strong progress and access appropriate support. • Wellbeing assessments and observations indicate that children feel safe, happy and secure within the school environment. • Assessment and progress data demonstrate improved outcomes in early literacy, numeracy and communication skills. • Attainment gaps between disadvantaged learners and their peers are reduced over time. **Impact Measures** • Positive transition feedback from parents, carers and staff. • Improved progress data across Early Years/Foundation Learning. • High levels of pupil engagement and wellbeing observed during learning activities. • Increased parental participation in transition and family engagement activities. • Strong attendance and punctuality rates in the early years.

	• Evidence from observations, learning walks and pupil progress reviews demonstrates that children are well-prepared for the next stage of their education. • Reduced gaps in attainment, wellbeing and school readiness for vulnerable learners.

Activity in this academic year

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

Based on the outcomes identified in our Inspection areas Self-evaluation document, the majority of our PDG funding continues to focus on **attendance, wellbeing, literacy and family engagement**, while maintaining successful interventions that are demonstrating strong impact.

Recommended PDG Priorities for 2026-2027

1. Attendance and Engagement

This should remain a key focus as attendance is identified as the school's main barrier to improving outcomes.

Spend:

1. Silver Award – Inclusive attendance
2. 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).
3. Attendance and Family Engagement time.
4. Targeted AWS programmes and attendance panels.
5. Family support and mentoring – engagement in communities for work & Multiply projects.
6. Further develop a community pantry and warm space for parents and carers to increase engagement.
7. Breakfast provision.
8. Attendance rewards and incentives.
9. Early intervention and attendance tracking systems.

2. Wellbeing and Emotional Support

The data shows significant use and impact of wellbeing provision.

Spend:

1. ELSA staffing.
2. Thrive/PERMA approaches.
3. Nurture provision.
4. Wellbeing resources.
5. Emotional literacy groups.
6. ELSA training days

3. Improving Writing Through Feedback and Questioning

Writing is identified in the SER as the next priority for raising standards.

Spend:

1. Professional learning for identified staff.

Collaborate on curriculum & assessment document for writing with cluster schools – supply cover costs.

2. Coaching and peer observation.
3. Writing interventions.
4. Oracy and vocabulary development programmes.
5. Release time for moderation and tracking.
6. Funding for staff members to provide academic interventions- Catch up literacy, Speech and Language link, Wellcomm, Language Link, Junior Language Link, Precision Teaching

4. Numeracy and Calculation Skills

Maths progress is a strength, but further development is needed in numeracy and its application across the curriculum.

1. Number intervention programmes.
2. Calculation resources.
3. Staff training in reasoning and problem solving.
4. Cross-curricular numeracy projects.
5. MAT maths interventions – redirecting staff
6. Funding for staff members to provide academic interventions- Catch up literacy, numeracy
7. Big Maths expenditure

5. Family Engagement

Research and our attendance data show that stronger home-school partnerships improve attendance, wellbeing and attainment.

1. Parent workshops.
2. Reading and numeracy fairs.
3. Transition programmes.
4. Family learning sessions.
5. Community support initiatives.

6. Maintain Successful Literacy Interventions

Current interventions are having a strong impact and should be maintained.

Spend:

1. Literacy Launch Pad.
2. Welcomm
3. Catch-Up Literacy.
4. Target Readers.
5. Mat Readers

<u>Overall PDG Objective</u>

To improve attendance, wellbeing and academic outcomes for pupils eligible for eFSM, those from low-income households, pupils with ALN and other vulnerable learners through high-quality teaching, targeted intervention, family engagement and inclusive support, reducing barriers to learning and narrowing attainment gaps.

This recommendation aligns closely with the strengths and areas for development identified in our Inspection areas Self-evaluation document, ensuring funding is directed at the barriers that are having the greatest impact on pupil outcomes.

Learning and Teaching

Budgeted cost: £50,550

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th></tr>
<tr><td>Provide effective intervention for literacy, numeracy and wellbeing for all groups of learners. Employ Teaching Assistants for interventions and in class 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</td><td rowspan="2">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 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.</td></tr>
<tr><td>Employ Teaching Assistants for Foundation Age pupils including nursery.

Teaching Assistants to deliver

• POPAT
• Welcomm
• Speech & Language Link
• DEST
• Target Readers
• Target Maths</td></tr>
</table>

Community Schools Budgeted cost: £20,880

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. • Weekly celebration assemblies highlighting attendance. • Monitor attendance of vulnerable learners. • Work with RCT Partners – to support parents – Communities for work – Building Resilience	T2P £1,387	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.
To identify and provide regular opportunities for parents, carers and guardians of eFSM 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 Reading Eggs, Reading Eggspress, Mathletics, Maths Seeds, Big Maths, Writing Legends and Seesaw. • Paper learning activities that provide parents with methods and strategies to	Reading Eggs package £1494,60 Big Maths £1500.00 Seesaw £447.50 Twinkl £1528.60	*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

support their children at home. (Digitally excluded). • Assessment for learning opportunities further developed. to focus on direct instruction, independent practice, assessment, and feedback.		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: £11,000

Activity	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, and low self esteem with part time support role. Releasing DHT to support EBSA issues, meet with parents and AWS. Teaching Assistants to deliver • ELSA • ELSA Breakfast • Emotionally available Adults • EBSA support • Time to Talk • Socially Speaking • Thrive • PERMA • After school clubs including external providers	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 2025 to 2026 academic year.

Review of Outcomes in the Previous Academic Year (2025-2026)

The Pupil Development Grant (PDG) was used strategically to support pupils eligible for eFSM, pupils with ALN and other vulnerable learners. Funding was targeted towards improving literacy, numeracy, wellbeing, attendance and inclusion through high-quality teaching, intervention programmes, emotional support and family engagement. Evidence from school self-evaluation demonstrates that the grant had a positive impact on pupil progress, wellbeing and engagement.

Raising Standards in Literacy

PDG-funded interventions contributed significantly to improvements in reading, comprehension and spelling outcomes.

- 76.3% of pupils in Years 3-6 had a reading age at or above their chronological age, compared with 69.6% in 2024-2025.
- 82.9% of pupils in Years 3-6 had a reading comprehension age at or above their chronological age, compared with 74.5% in 2024-2025.
- 52.9% of all pupils had a reading age at least 24 months above their chronological age, compared with 36.6% in 2024-2025.
- 51.5% of all pupils had a reading comprehension age at least 24 months above their chronological age, compared with 37.2% in 2024-2025.
- 56.4% of pupils in Years 3-6 had a spelling age above their chronological age, an increase from 51.5% in 2024-2025.

Targeted literacy support had a particularly positive impact on disadvantaged learners:

- 88.7% of pupils eligible for eFSM made progress in spelling.
- 88.3% of pupils eligible for eFSM made progress in reading.
- 86.1% of pupils eligible for eFSM made progress in reading comprehension.

Improving Outcomes in Mathematics

Effective mathematics interventions and targeted support enabled strong progress across the school.

- 100% of pupils from Years 1-6 made progress in mathematics
- 58.9% of all pupils had a mathematics age above their chronological age.
- 30.4% of pupils in Years 3-6 achieved a mathematics age at least 24 months above their chronological age, compared to 18.6% in 2024-2025.
- 100% of pupils eligible for eFSM made progress in mathematics. Self-evaluation identified the need to continue developing calculation skills and increase opportunities for pupils to apply numeracy across the curriculum. Supporting Pupils with Additional Learning Needs

PDG funding contributed to highly effective intervention and support programmes for pupils with ALN.

- *100% of pupils with ALN made progress in mathematics.*
- *88.9% of pupils with ALN made progress in spelling.*
- *88.9% of pupils with ALN made progress in reading.*
- *88.9% of pupils with ALN made progress in reading comprehension.*

A wide range of interventions supported learner progress and wellbeing, including Literacy Launch Pad, Catch Up Literacy, Target Readers, ARROW, Alphabet Arc, Hands on Literacy, maths interventions, wellbeing support and ELSA provision

Wellbeing and Emotional Support

Supporting wellbeing remained a significant priority and contributed positively to learners' readiness to learn, confidence and engagement.

During 2025-2026:

- *274 ELSA sessions were delivered.*
- *213 wellbeing sessions and wellbeing check-ins were delivered.*
- *1,698 ELSA breakfasts were provided.*
- *63.9% of pupils who accessed ELSA support were eligible for eFSM.*
- *60.7% of pupils accessing wellbeing support were eligible for eFSM. School wellbeing data also demonstrated positive outcomes:*
- *96% of pupils reported feeling that they belong at school.*
- *97% reported that their teacher cares about them as a person.*
- *74% of pupils in Years 3-6 rated their life satisfaction at 8 out of 10 or above.*

Family and Community Engagement

The school continued to strengthen relationships with families through workshops, regular communication, wellbeing initiatives and targeted support. The introduction of the school pantry, healthy eating initiatives and family engagement activities increased opportunities for families to access support and become actively involved in their children's education.

Attendance

Attendance remained a key area for development despite extensive support and intervention.

- *Overall attendance for 2025-2026 was 88.4%.*
- *Attendance for pupils eFSM was 85.0%.*
- *Attendance for pupils non eFSM 90.3%*
- *Attendance for pupils with ALN was 87.0%.*
- *Persistent absenteeism was 38.6%, compared to 33.6% in 2024-2025.*
- *Male 89.1%*
- *Female 87.8%*

Although attendance remained below target, the school achieved the Inclusive Attendance Bronze Award and continued to work closely with the Attendance and Wellbeing Service (AWS), families and external agencies to improve attendance outcomes.

Overall Impact

The PDG has enabled Llwynypia Primary School to improve outcomes for disadvantaged and vulnerable learners through targeted intervention, high-quality wellbeing support and robust inclusion strategies. Evidence demonstrates strong progress in reading, comprehension, spelling and mathematics, particularly for pupils eligible for eFSM and those with ALN. Wellbeing provision has had a significant positive impact on engagement and readiness to learn.
Moving forward, the school will continue to build on these successes while prioritising improvements in attendance, the quality of writing through effective feedback and questioning, and the development of numeracy and calculation skills across the curriculum.

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