

# Pupil Development Grant School Statement template

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

Detail	Data
School name	Llanilltud Faerdref Primary School
Number of learners in school	185
Proportion (%) of PDG eligible learners	24%
Date this statement was published	20/09/2025
Date on which it will be reviewed	20/09/2026
Statement authorised by	Mr T Lewis
PDG Lead	Mr T Lewis
Governor Lead	Mrs A Holland

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£56,350
<b>Total budget for this academic year</b>	£56,350

## Part A: Strategy Plan

### Statement of intent

#### **Ultimate Objectives:**

- To close the attainment and wellbeing gap for our most vulnerable pupils.
- To ensure all pupils, regardless of background, have the language, literacy, and emotional skills to thrive.
- To provide timely, targeted support and interventions that enable every child to reach their full potential.

#### **Strategy Plan:**

- Deploy skilled staff to deliver proven interventions in language, literacy, and emotional wellbeing.
- Maintain strong, consistent relationships with families and external agencies to ensure rapid, joined-up support.
- Use accurate assessment data to identify needs early and monitor progress.
- Remove barriers to learning, including financial barriers to enrichment activities.

#### **Key Principles:**

- Early intervention and prevention, especially in language and communication.
- Consistency and continuity of support from trusted adults.
- Collaboration with families and agencies.
- Evidence-based practice and regular review of impact.
- Equity of access to all aspects of school life

## 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
Vulnerable pupils in Nursery & Reception make a strong start and settle quickly.	<ul style="list-style-type: none"> <li>- Improved transition records.</li> <li>- Fewer incidents of anxiety/settling issues.</li> <li>- Positive feedback from parents.</li> </ul>
Early language gaps are identified and narrowed through targeted intervention.	<ul style="list-style-type: none"> <li>- Increased % of pupils meeting age-related expectations in language by end of Reception.</li> <li>- Measurable progress on Speech &amp; Language Links/POPAT assessments.</li> </ul>
Effective, joined-up support for pupils with ALN and complex needs.	<ul style="list-style-type: none"> <li>- Timely referrals and support plans in place.</li> <li>- Positive feedback from families and external agencies.</li> <li>- Fewer delays in accessing specialist support.</li> </ul>
Consistent, accurate reading assessment informs support across Y1–Y6.	<ul style="list-style-type: none"> <li>- 100% of pupils in Y1–Y6 have up-to-date reading ages.</li> <li>- Data used to target interventions.</li> <li>- Improved reading outcomes for targeted pupils.</li> </ul>
Vulnerable pupils make accelerated progress in literacy, language, and wellbeing.	<ul style="list-style-type: none"> <li>- Intervention tracking shows accelerated progress.</li> <li>- Fewer pupils below expected standard.</li> <li>- Improved pupil engagement and confidence.</li> </ul>
Families feel supported and engaged with the school.	<ul style="list-style-type: none"> <li>- Increased family participation in school events.</li> <li>- Positive feedback in parent surveys.</li> <li>- Fewer persistent attendance/wellbeing concerns.</li> </ul>
ALNCO is well-supported, enabling rapid response to pupil needs.	<ul style="list-style-type: none"> <li>- Reports and paperwork completed on time.</li> <li>- Parents and agencies report improved communication.</li> <li>- Fewer delays in support.</li> </ul>
Pupils' emotional wellbeing is supported through THRIVE and ELSA interventions.	<ul style="list-style-type: none"> <li>- Improved pupil wellbeing scores.</li> <li>- Fewer behaviour incidents.</li> <li>- Positive feedback from pupils and staff.</li> </ul>
Attendance and wellbeing of vulnerable pupils is closely monitored and improved.	<ul style="list-style-type: none"> <li>- Attendance for targeted pupils improves.</li> <li>- Early intervention for wellbeing concerns.</li> <li>- Reduction in persistent absenteeism.</li> </ul>
All pupils have access to enrichment activities, regardless of financial background.	<ul style="list-style-type: none"> <li>- No pupil misses out on trips due to cost.</li> <li>- Increased participation in residential and visits.</li> <li>- Positive pupil feedback.</li> </ul>

## Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

## Learning and teaching

Budgeted cost: £40,000

Activity	Evidence that supports this approach
Targeted Early Years support (Nursery & Reception) by VM	EEF research shows early intervention is most effective for closing attainment gaps. Local baseline data shows language skills on entry are below average.
Speech and Language Links & POPAT interventions	National studies and EEF toolkit highlight the impact of structured language interventions on early literacy and communication.
Consistent reading assessments (Y1–Y6) by MW, SC, SH, VM	Consistent assessment enables accurate identification of need and progress tracking (EEF: Feedback, Assessment).
Arrow, Language Support, Talkabout, Emotional Literacy Support interventions	Proven track record in school data; EEF toolkit supports targeted small group and 1:1 interventions for vulnerable pupils.

## Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £10,000

Activity	Evidence that supports this approach
Family Engagement Officer (SC) and pastoral support	EEF Parental Engagement guidance: strong home-school links improve attendance, wellbeing, and attainment.
Liaison with ALNCO, families, and external agencies (VM, MW)	Multi-agency working ensures timely support; positive feedback from families and agencies in previous years.
Attendance and wellbeing tracking (AW, 10 hours/week)	Regular monitoring and early intervention are proven to improve attendance and reduce persistent absenteeism (Welsh Gov guidance).

**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

Budgeted cost: £6,350

<b>Activity</b>	<b>Evidence that supports this approach</b>
THRIVE practitioner (SH) and subscription	THRIVE approach is evidence-based and supports emotional wellbeing; school data shows improved outcomes for pupils involved.
Staff CPD and supply cover for ELSA, THRIVE, CLA training	Ongoing professional development ensures staff are skilled in latest interventions (EEF: Professional Development).
Fund to support parental contributions for trips and visits	Removing financial barriers increases participation and broadens experiences for disadvantaged pupils (Welsh Gov guidance).

Total budgeted cost: **£56,350**