Pupil Development Grant School Statement template

This statement details our school's 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Llanilltud Faerdref Primary School
Number of learners in school	188
Proportion (%) of PDG eligible learners	20%
Date this statement was published	20/09/2026
Date on which it will be reviewed	20/09/2027
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	£49,461
Total budget for this academic year	£49,461

Part A: Strategy Plan

Statement of intent

Ultimate Objectives

- To reduce the impact of disadvantage on attainment, wellbeing and future opportunities for all learners.
- To ensure that every pupil develops the language, literacy, communication and emotional resilience needed to succeed in school and beyond.
- To provide high-quality, targeted support that enables all learners to make strong progress and achieve their full potential.

Strategic Priorities

- Deploy skilled staff to deliver evidence-informed interventions that improve language development, literacy skills and emotional wellbeing.
- Foster strong partnerships with families and external agencies to provide timely, coordinated support for pupils and their families.
- Use robust assessment and pupil progress information to identify needs early, plan appropriate support and evaluate impact.
- Remove barriers to learning and participation, ensuring equitable access to all aspects of school life, including enrichment and wider learning experiences.

Key Principles

- Early identification and intervention to prevent gaps in learning and wellbeing from widening.
- High-quality relationships and consistent support from trusted adults.
- Strong collaboration between school, families and partner agencies.
- Evidence-informed practice, regular evaluation and continuous improvement.
- Equity, inclusion and high expectations for all learners.
- A whole-school commitment to wellbeing, belonging and achievement.

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 and Reception make a positive start to school and develop a strong sense of belonging.	• Positive transition information gathered and used to plan support. • Pupils settle quickly and engage confidently in learning. • Positive feedback from parents/carers regarding transition arrangements. • Reduced anxiety-related concerns during the first term.
Early language, communication and literacy needs are identified and addressed promptly.	• Assessment information demonstrates progress in language and communication skills. • Increased proportion of pupils achieving age-related expectations by the end of Reception. • Targeted pupils make measurable progress through intervention programmes. • Staff confidence in identifying and supporting early language needs increases.
Pupils with ALN and additional vulnerabilities receive effective, timely support.	• Individual support plans are reviewed regularly and remain up to date. • Referrals and specialist advice are accessed in a timely manner. • Positive feedback from families and external agencies. • Identified barriers to learning are reduced.
Reading assessment and intervention systems support strong progress across the school.	• All pupils have accurate and current reading assessment information. • Assessment data is used effectively to identify support needs and target interventions. • Targeted pupils make expected or better progress in reading. • Attainment in reading improves over time.
Vulnerable pupils make strong progress in literacy, language and wellbeing.	• Intervention tracking demonstrates accelerated progress for targeted learners. • The proportion of vulnerable pupils working below expected levels decreases. • Pupils demonstrate increased confidence, engagement and participation in learning. • Progress gaps between vulnerable pupils and their peers begin to narrow.
Families are actively engaged in their children's learning and wellbeing.	• Increased participation in family learning opportunities and school events. • Positive feedback from parents/carers. • Improved communication between home

	and school. • Reduced concerns relating to attendance and wellbeing.
The ALNCo has the capacity and support required to respond effectively to pupil needs.	• Statutory and school-based documentation is completed within required timescales. • Effective communication is maintained with families and external agencies. • Support plans and provision are implemented without unnecessary delay. • Staff report increased confidence in accessing guidance and support.
Pupils' emotional wellbeing is strengthened through targeted wellbeing provision.	• Pupils identified for support demonstrate improved wellbeing measures. • Behaviour incidents and emotional regulation concerns reduce over time. • Pupils report feeling safe, supported and included. • Staff observations demonstrate improved resilience and engagement.
Attendance and wellbeing barriers are identified early and addressed effectively.	• Attendance of identified pupils improves over the academic year. • Persistent absenteeism among targeted pupils reduces. • Early intervention strategies are implemented promptly. • Improved engagement with families where attendance is a concern.
All pupils can access the full range of educational and enrichment opportunities regardless of financial circumstances.	• No pupil is excluded from curriculum enrichment opportunities due to cost. • Participation rates in trips, visits, clubs and residential experiences increase. • Pupils report positive experiences and a greater sense of inclusion. • Financial support is targeted effectively to those most in need.

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: £35,000

Activity	Evidence that supports this approach
Targeted Early Years support (Nursery and Reception) delivered by VM	Research consistently highlights the importance of early intervention in reducing the impact of disadvantage and improving long-term educational outcomes. Baseline assessments indicate that many pupils enter school with language, communication and social development skills below age-related expectations, requiring targeted support from the earliest stages.
Speech and Language Links and POPAT interventions	Evidence demonstrates that structured language and communication interventions can significantly improve pupils' oral language, vocabulary development and early literacy skills. Strengthening communication skills at an early age provides the foundation for future learning across the curriculum.
Consistent reading assessment and targeted support (Years 1–6) delivered by MW, SC, SH and VM	Accurate and regular assessment enables staff to identify pupils requiring additional support, monitor progress effectively and ensure interventions are appropriately targeted. A consistent approach to reading assessment supports improved outcomes and helps close attainment gaps for vulnerable learners.
Targeted interventions including Arrow, Language Support, Talkabout and Emotional Literacy Support (ELSA)	Evidence indicates that well-planned small-group and individual interventions can accelerate progress for vulnerable learners. These programmes support literacy development, communication skills, social interaction, emotional regulation and wellbeing, enabling pupils to engage more successfully in learning and school life.

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	Strong partnerships between school and home have a positive impact on attendance, wellbeing, engagement and achievement. Dedicated family support helps build trust, strengthen communication and ensure that families can access appropriate advice and support when needed.
Collaboration between the ALNCo, families and external agencies (VM, MW)	Effective multi-agency working ensures that children and families receive timely, coordinated support. Close collaboration enables barriers to learning and wellbeing to be identified early and addressed through a shared approach involving school, families and specialist services.
Attendance and wellbeing monitoring and intervention (AW, 10 hours per week)	Regular monitoring enables early identification of emerging concerns and ensures support can be provided before issues escalate. Early intervention approaches have been shown to improve attendance, strengthen engagement and reduce the risk of persistent absenteeism.
Support for family engagement, participation and access to school life	Providing practical support and removing barriers to participation helps ensure that all families can engage fully with school activities, learning opportunities and enrichment experiences, regardless of their circumstances.

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

Budgeted cost: £4,461

Activity	Evidence that supports this approach
THRIVE Practitioner (SH) and THRIVE subscription	The THRIVE approach supports the social and emotional development of pupils, helping them to regulate emotions, build resilience and engage positively in learning. Targeted wellbeing interventions contribute to improved attendance, behaviour, engagement and overall wellbeing.
Professional learning and supply cover for ELSA, THRIVE, CLA and other targeted training	High-quality professional learning ensures staff have the expertise and confidence to meet the diverse needs of learners. Developing staff knowledge and skills strengthens the quality of provision, promotes inclusion and improves outcomes for vulnerable pupils.
Financial support for educational visits, residentials and enrichment activities	Removing financial barriers ensures that all pupils can access the full range of learning experiences offered by the school. Participation in enrichment activities broadens horizons, supports wellbeing, raises aspirations and enhances curriculum engagement.
Targeted wellbeing and pastoral support for vulnerable learners	A proactive approach to wellbeing enables pupils to overcome barriers to learning, develop resilience and engage more successfully with school life. Effective wellbeing support contributes to improved attendance, attainment and inclusion.
Developing aspirations and confidence through wider curriculum experiences	Providing opportunities for leadership, participation, cultural experiences and enrichment activities helps pupils develop confidence, independence and ambition, ensuring all learners can realise their potential regardless of background or circumstance

Total budgeted cost: £49,461