



Pupil Development Grant School 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

Detail	Data
School name	Llanfaes C P School
Number of learners in school	187
Proportion (%) of PDG eligible learners	13%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
PDG Lead	Cath North
Governor Lead	Jackie Williams

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£21,300
EY PDG	£4,600 (Reception and EY setting)
Total budget for this academic year	£25,900

Part A: Strategy Plan

Statement of intent

Objectives

To ensure pupils are able to reach their potential by being able to access resources, experiences and additional support to bridge any gap caused by deprivation.

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
Improved confidence and engagement leading to an improved readiness to learn.	Most identified pupils are demonstrating increased confidence and a readiness to learn across the curriculum according to teacher assessment.
Pupils to make good individual progress in literacy and numeracy.	Most identified pupils in earlier primary years to demonstrate improved phonic knowledge. Most identified pupils in earlier primary years to demonstrate improved numeracy skills. Most identified children in middle and upper primary years demonstrate improved phonics and reading comprehension skills according to teacher assessment, quantitative data. Most identified children in middle and upper primary years demonstrate improved mathematical skills according to teacher assessment, quantitative data.
Pupils to develop socially and emotionally resulting in resilience in learning	Most pupils to be more ready to learn on more occasions as identified by teacher and TA assessment.

Activity in this academic year

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

- Funding to be used to ensure TA support in EY classes
- Funding to be used to secure experienced TA to operate daily intervention group for middle and upper years in primary

- Funding to be used to fund complex ELSA to provide well being support in Y Hwb.
- Necessary resources for above.

Learning and teaching

Budgeted cost: £ 24,500

Activity	Evidence that supports this approach
TA support for Literacy and Numeracy	<p>The Sutton Trust (2022) report that one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the TAs are experienced, well trained and supported – eg delivering a structured intervention.</p> <p>Phonics interventions have a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly in children from disadvantaged backgrounds.</p>
TA support for Social And Emotional development	<p>EEF findings state :</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>

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: £ 500

Activity	Evidence that supports this approach
Supply cover for staff to deliver reading programme, stay and play sessions	<p>The Sutton Trust report on Social Mobility found that parenting and home learning environment accounted for half of the 11 month development gap at age 5 from the lowest and middle income families.</p> <p>A supportive home learning environment and effective parenting was found to be more powerful than backgrounds. An EPPG study found that what parents do is more important than who parents are.</p>

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

Budgeted cost: £ 900

Activity	Evidence that supports this approach
<p>Outdoor Residential Trips</p> <p>Swimming session support</p>	<p>The Sutton Trust report states that outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self confidence and motivations. The application of these non-cognitive skills in the classroom may in turn have apposite effect on academic outcomes.</p>
<p>Leadership, training staff, monitoring and evaluation of strategies.</p>	<p>National College for School Leaders study stated</p> <ol style="list-style-type: none"> 1. School leadership is second only to classroom teaching as an influence on pupil learning. 2. Almost all successful leaders draw on the same repertoire of basic leadership practices. 3. The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work. 4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. 5. School leadership has a greater influence on schools and students when it is widely distributed. 6. Some patterns of distribution are more effective than others. 7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness. <p>These strategies ensure dynamic leadership and the development of an inclusive culture where all stakeholders feel valued. This includes opportunity for professional learning, research and enquiry.</p>

Total budgeted cost: £ 26 000

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.

Activity	Impact
Improving literacy and numeracy outcomes	Review of data indicates that many identified pupils are making good progress in literacy and numeracy, commensurate with their age and baseline. However, it must be noted that a 11 of the 25 pupils had ALN needs also.
Social and emotional support	There continued to be a noted increase in the need for emotional support over the year. This was linked to family situations. Most of the children identified were noted to have increased resilience but only with daily check ins. A few pupils required longer sessions or removal from whole class settings on occasions in order to regulate. This led to the continued planning for Y Hwb to offer sustained support for identified pupils 25/26.

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
Boxhall Profile	
Mathletics	

Further information (optional)

<ul style="list-style-type: none">- Uniform, coats, shoes, wellies - free swap shop- Costume free swap shop- Food bank referrals- EHT referrals- Increased TA support at lunchtimes, some of whom are ELSA and MELSA trained- Reading Information afternoon for Reception parents- Monster Phonics and Superhero Spelling session for parents
