

Pupil Development Grant Strategy Statement

School Overview 2025 - 2026

Detail	Data
School name	Glan yr Afon
Number of pupils in school	124
Proportion (%) of PDG eligible pupils	81%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rhian Lundrigan
PDG Lead	Rhian Lundrigan
Governor Lead	Kyle Boddy

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 109,250
Total budget for this academic year	£109,250

Part A: Strategy Plan

Statement of Intent

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
3. balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

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 children’s communication and language, listening, understanding and speech.	Most children choose and use appropriate vocabular in writing across the curriculum. Most children can articulate clearly using a range of appropriate vocabulary for a range of audiences. Most children show confidence when talking to an audience.
To fund the wellbeing provision to support children’s mental health and wellbeing and improve children’s social and emotional development.	All children are happy and secure in school and are able to express their emotions in an appropriate way. Most children have a range of strategies. Most pupils are able to make at least expected progress.
To provide tailored support based on individual pupil need from a range of specialist programmes.	Most pupils make progress in-line with their peers and can transfer this knowledge in the class.
To continue to develop children’s confidence and improve attendance and engagement by providing outdoor learning.	Nearly all children develop in confidence and improve their engagement and take their new-found confidence and engagement into the school and into other areas of their lives.

Activity in this academic year

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

<p>All PDG funding is spent on staff / resources to deliver:</p> <p>Welcomm – Speech and language understanding – Nursery</p> <p>Language / Speech links – Speech and language understanding – Reception / Year 1</p> <p>SFA / Sail / Stars – Year 1 / Year 2</p> <p>Mini Rainbow Readers / Rapid Readers / Sound Discovery – Year 3 /Year 4 / Year 5</p> <p>Sound Discovery / Rainbow Readers – Year 5 / Year 6</p> <p>ELSA / Therapy Dog – All year groups.</p> <p>Forest Schools – All year groups</p> <p>Family Engagement Leads – Family Learning Programmes, Café Cymraeg, Food Bank, Uniform Shop, Financial advice</p>
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Learning and Teaching

Budgeted cost: £

Activity	Evidence that supports this approach
ELSA / Outdoor Learning	<p>Placing an emphasis on pupil wellbeing, creates outstanding outcomes for children and young people in education.</p> <p>This has also improved attendance and reduced the number of exclusions significantly</p>
Interventions	<p>Nearly all pupils who follow additional intervention programmes make very good progress within a short space of time.</p> <p>This has also improved attendance and reduced the number of exclusions significantly</p>

Wellbeing support and outdoor activities	The theory behind a nurture group is based on Attachment theory - that if children's early experiences are characterised by missing or distorted nurturing, then emotional and cognitive development can be affected. Many children with SEMH difficulties have been exposed to high levels of stress whilst still very young. This can impact their developing brain, and may result in hypervigilance and difficulties with attention, learning and emotional control. By providing this nurture later in a child's life, we can help children and young people to develop the skills and resilience to cope with stressful experiences.
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Community Schools

Budgeted cost: £

Activity	Evidence that supports this approach

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

Activity	Evidence that supports this approach
HLTA	HLTAs complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.
Family Engagement	Family engagement has a positive impact on average of 4 months' additional progress. Building strong, positive relationships with parents, families and communities.

Total budgeted cost: £

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.

ESTYN -May 2024 stated

“Leaders have a strong awareness of the potential impact of socio-economic disadvantage on the progress and well-being of pupils. They work effectively with governors and external agencies to mitigate these effects. For example, they fund hoodies for all Year 6 pupils, provide vouchers for a local foodbank, and maintain a stock of groceries for families in need. They ensure that all pupils, regardless of their circumstances, have equal access to the full range of learning experiences.”

Our activities helped to close the gap between the attainment of efsm and nefsm children. Through pupil progress meeting many pupils made accelerated progress in literacy and numeracy. The interventions and higher staff ratio in classes supported the children in their social and emotional development. Trained staff worked with children to improve their emotional wellbeing which also helped pupils make substantial attainment progress. The “Cwtch” has impacted positively on all pupils across the school. This provision has allowed pupils with specific learning and emotional needs access the support in a safe place which also has ensured that all pupils are able to learn and make at least appropriate progress.

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
Well-being and attitudes to learning survey	Hodder Education