

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



This statement details our school's use of the PDG for the 2025 to 2026.

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	Ty'n y Wern Primary School
Number of pupils in school	244
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	1 st September 2025
Date on which it will be reviewed	31 st March 2026
Statement authorised by:	
PDG Lead	Sophie Goodliffe (Headteacher)
Governor Lead	Zoe Grist (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£88.837
Total budget for this academic year	£88.837

Part A: Strategy Plan

Statement of Intent

Ty'n y Wern aims to support those pupils entitled to Free school meals through a variety of high quality interventions, support programmes and provision delivered by qualified professionals.

The key areas addressed are;

- Literacy
- Numeracy
- Wellbeing
- Exposure to opportunities that they might not otherwise be able to access.

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
Pupils are 'healthy confident individuals'.	<ul style="list-style-type: none">• Pupils are self regulated and have the necessary skills to learn.• Pupils feel confident coming to school and attend regularly.• Pupils have increased aspirations.
Pupils are 'ambitious capable learners'	<ul style="list-style-type: none">• Pupils in receipt of speech and language interventions make good progress.• Pupils make good progress in their literacy interventions, bringing them more inline with their peers.

Activity in this academic year

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

Trained Learning Support Assistants will deliver high quality interventions with the aim of improving pupils' wellbeing, speech and language, and reading and writing skills.

Pupils will access a range of peripatetic music tuition including singing, brass and ukulele.

All interventions are monitored regularly to ensure all pupils in receipt, make good progress.

Learning and Teaching

Budgeted cost: £82.015

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve speaking and listening skills.	Focused speech and language sessions will improve pupils speech production and social communication skills. ELKLAN intervention to be run by LSA
Staff to work with eligible pupils to improve standards of reading.	Focused reading sessions improving phonics knowledge, word sight knowledge and vocabulary increase behaviours for learning and engagement with the whole curriculum. Interventions run will include Literacy Junction and Rainbow Readers.

Staff to work with eligible pupils to improve standards of wellbeing	Focused wellbeing activities improve attendance, behaviours for learning and engagement with the whole curriculum. Interventions run will include ELSA, Thrive and Sensory Circuits.
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Community Schools

Budgeted cost: £ 0

Activity	Evidence that supports this approach
Alternative funding used for this area.	

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

Budgeted cost: £6.822

Activity	Evidence that supports this approach
Pupils to access music provision.	Pupils may not have access to extra curricular activities especially music tuition, outside of school. Lessons develop pupils creativity and gives them the opportunity to express themselves. It is hoped that this opportunity will raise aspirations and improve engagement and attendance.

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

PDG outcomes All eligible pupils engaged with a variety of interventions and most pupils made strong progress from their starting points a significant number showed a 'catch up' to their peers. Wellbeing interventions was very well received by pupils and parents alike and the majority of pupils in this group had strong attendance, higher levels of wellbeing and engagement with the curriculum. Pupil learning review were well received by pupils and pupil voice reports this provision is important to their learning and identifying next steps for their learning. Music lessons were enjoyed by all and skill development for all pupils was strong. Full details are presented in Headteacher reports to the Governors.

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
Music Provision	Caerphilly Music Service