



Pontyclun Primary School

'Anelu'n uchel, anelu'n uwch'

"Climb high, Climb Higher"

PUPIL DEVELOPMENT GRANT STRATEGY 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	Pontyclun Primary
Number of pupils in school	366
Proportion (%) of PDG eligible pupils	7.75%
Date this statement was published	25/9/25
Date on which it will be reviewed	30/6/26
Statement authorised by	H Roberts
PDG Lead	H Roberts
Governor Lead	Kath Liddiard

Funding Overview

Detail	Amount
PDG & EYPDG funding allocation this academic year	£32,200
Total budget for this academic year	£32,200

Part A: Strategy Plan

Statement of Intent

At Pontyclun Primary we strive to ensure that all pupils are supported to ensure that they feel happy and safe, they achieve their potential and are able to engage a wide range of experiences. Pupils achievements are celebrated and barriers to learning are eliminated by ensuring all pupils have the same opportunity and support to develop their skills, especially in literacy and numeracy, which will allow greater and successful engagement in all areas of the learning experience.

We want all our pupils to be SMARTIES;

*Secure
Motivated
Ambitious
Resilient
Team players
Independent
Entrepreneurial
Sociable*

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
Support for vulnerable pupils	
• progress of all pupils tracked with the performance of eFSM pupils being tracked and analysed in detail • pupils set realistic yet challenging targets. • Robust intervention program with pupils grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.	• Analysis of data to track pupil progress and identify next steps. • The provision map identifies exit and entry criteria for supporting for pupils

Pupils individual learning needs are met through a menu of intervention programmes for identified pupils. Below are a few examples of the programmes we use. • Catch up reading • Phonics play • Word shark • Hands on literacy • Language link • MEAS • Precision Teaching • PERMA • ELSA • Boxall • Doodle learning	• Monitoring of impact of interventions (as part of the on going MER cycle) • Pupil progress meetings indicate good progress made. • ALNCo and support staff meetings review the impact of interventions
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Activity in this academic year

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

Funds the employment of Level 3 Teaching Assistants who lead ELSA, Literacy and Numeracy interventions and targets support for FSM pupils through appropriate interventions.

Learning and Teaching

Budgeted cost: £49,600.

Activity	Evidence that supports this approach
• Catch up reading • Phonics play • Word shark • Number stacks	• Intervention files • Timetables • Baseline information and diagnostics • Pupil summative tracking data • Pupil progress reports

• Hands on literacy • Language link • MEAS • Precision Teaching • My Maths • PERMA • ELSA • Thrive • Boxall • Doodle Learning	• Pupil questionnaires and listening to learners reports
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Community Schools

Budgeted cost: £500

Activity	Evidence that supports this approach
<i>Enrichment Activities</i>	Register of attendance for EFSM pupils

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

Budgeted cost: £500

Activity	Evidence that supports this approach
Reducing the cost of the school day by funding learning experiences for eFSM pupils	eFSM Pupils accessing residential trips and experiences
Parental Involvement improvement activities	Improved communication with parents via Parent mail, face to face meetings, Parent forum to share information with other parents. . Engaging hard to reach parents Meetings with the class teacher ALNCo and support assistants to discuss vulnerable children's

	needs both emotionally and academically to ensure a bespoke program of work is in place for pupils
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Total budgeted cost: £31,700

Part B: Review of outcomes in the previous academic year

PDG outcomes

The impact of PDG activity had on pupils in the 2024 to 2025 academic year.
• Nearly all pupils made good or better progress on the intervention programmes • Pupils needs were met through either small group working or individual sessions for literacy, numeracy and ELSA • Pupils progress in interventions is tracked robustly and impact evaluated and used to inform future work/ targets • eFSM pupil's class progress is robustly tracked throughout the year to ensure good or better progress is maintained • Barriers to learning are identified and actions to address these are put in place • Attendance is monitored by the HT, School clerk and the LA, and addressed as a priority as required • Attendance of eFSM and Non eFSM pupils varies by under 4% • Every effort is made to engage parents/ carers in the childs education • External agencies i.e Resilliant families are engaged and worked with to provide support when required.

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
My Concern	LA support
PERMA	LA support
ELSA	LA support
Boxall	LA support
Welcom	

