TREALAW PRIMARY SCHOOL

April 2026 - March 2027

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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.

School Overview

Detail	Data
School name	Trealaw Primary School
Number of pupils in school	114
Proportion (%) of PDG eligible pupils	25.4%
Date this statement was published	September 20206
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Curriculum Standards Committee
Chair of Governors	Lisa Bailey

Funding Overview

Detail	Amount
PDG/Equity funding allocation this academic year	£52,911
PDG Smoothing Grant (Reform)	£5,884
Total budget for this academic year	£58,785

Part A: Strategy Plan

Statement of Intent

At Trealaw Primary School, our vision is to 'provide a welcoming, nurturing & inclusive environment where every child feels safe, valued and encouraged to grow into confident, enthusiastic life-long learners.' We strive to ensure that every child, regardless of background, has the opportunity to thrive socially, emotionally and academically, reaching their full potential. The Pupil Development Grant (PDG) enables us to employ additional practitioners to remove barriers to learning and provide targeted support and equitable experiences to our most vulnerable learners.

The plan is linked to the School Development Plan which, in turn, has been produced from the school self-evaluation.

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
Targeted pupils will receive interventions to support the development of their literacy and numeracy skills such as: ● WellComm ● Language Links ● Speech Links ● Phonics Intervention ● Reading intervention ● Attention Autism (Bucket Time) ● Intensive interaction ● Rapid Maths ● Literacy Launchpad	Pupil progress meetings used to discuss and review intervention data, showing good progress being made. Termly meetings held between ALNCo and support staff to discuss impact of interventions ALNCo to analyse termly data to monitor impact and prioritise interventions for the following term.
Our most vulnerable pupils will be identified and receive additional support with their wellbeing by accessing interventions such as: ● Relationship Based Play, ● Drawing & Talking ● Lego Therapy ● ELSA	Wellbeing interventions will support the social and emotional development of our pupils. Pupils will develop strategies to support their emotional regulation. Nearly all pupils will make progress with their Wellbeing, evidenced through observations and pupil voice.

Activity in this academic year

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

The monies received funds the employment of a member of staff who support the learning of vulnerable pupils (including pupils eligible for free school meals eFSM) in literacy, numeracy and wellbeing through interventions across the school. Funds used to support families with the costs of extra curricular trips and experiences throughout the school year.

Learning and Teaching:

Budgeted cost: Staffing & training

Activity	**Evidence that supports this approach**
Literacy, Maths and Wellbeing support through interventions: ● WellComm ● Language Links ● Speech Links ● Phonics Intervention ● Attention Autism (Bucket Time) ● Rapid Maths	Intervention Folders - Weekly notes and observations Assessment Trackers - Intervention Data Pupil Progress meeting notes Termly ALNCo and Support Staff Intervention Review meeting minutes

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: Staffing & training

Activity	**Evidence that supports this approach**
Extra curricular activities and wider experiences for eFSM learners.	Outside provider for Expressive Arts during school time and as an extra curricular club Receipts for resources (Cooking ingredients, sports equipment, creative resources)

Transition support for Pre-Nursery children - Supply cover to release FEO to visit settings during the Autumn, Spring and Summer Terms.	Transition meeting information and observation notes. One page profiles created between families, previous settings and school.
Supporting good attendance	FEO visible in the yard each morning and afternoon FEO has daily contact with poor attenders and supports parents in getting pupils into school. Improved attendance Fewer late attenders

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

Budgeted cost: Staffing & training

Activity	**Evidence that supports this approach**
Parent curriculum and wellbeing workshops and session: ● Early Language Development - Toddler Group ● Parent Groups ● Parent & pupil groups	Attendance of families at Toddler group (see registers) Attendance & evaluations of parent at pupil groups Attendance & evaluations of parent groups

Total budgeted cost of PDG: £58,785

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.

Outcomes for 2025-2026
● Progress of all pupils is tracked, where our vulnerable learners, including eFSM pupils are highlighted and tracked. We ensure that this group of pupils are set realistic yet challenging targets and supported to reach these targets through intervention ● Pupils individual learning needs were met through either individual or small Literacy & Maths interventions ● Pupils in need of Wellbeing support are identified and provide specific interventions to support their social and emotional needs.

- Interventions are timetabled across the school and support staff for interventions are utilised on a terms basis term by term according to need
- Every effort is made to actively involve parents and carers in their child's learning and progress through a range of opportunities. We encourage parents and carers to come into school by inviting them to coffee mornings so that they can see school is a positive place to be. We work with parents to understand the importance and benefit of attending parents' evening.
- Further support for families is also provided through external agencies. E.g Resilient Families.
- Attendance of all pupils is monitored weekly by the FEO & school clerk. Attendance is monitored regularly by the headteacher, governing body and AWO and addressed as required.
- Last year, we achieved the Bronze Award in Inclusive Attendance. The award has allowed us to refine our attendance processes in order to best support the families in our school community.

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
WellComm	EYLP Team
Intensive Interaction	EYLP Team
Attention Autism (Bucket Time)	Kirstie Davies (RCT)
Relationship Based Play	Kirsty Morgan (RCT)
Drawing & Talking	Drawing & Talking
ELSA	Access & Inclusion Team