



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
Hirwaun Primary School	
Number of pupils in school	280
Proportion (%) of PDG eligible pupils	33.9%
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Bethan Hill
PDG Lead	Bethan Hill
Governor Lead	Carly Geake

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£139,062.00
Total budget for this academic year	£1,492,815.32 Formula allocation

Part A: Strategy Plan

Statement of Intent

Our intent is to ensure that all pupils reach their potential and groups of pupils especially our vulnerable pupils are exposed to an enriched curriculum that aims to break the link between disadvantage and educational attainment.

We plan to do this through high quality teaching and learning experiences, meeting the needs of individual learners to ensure that they made good or better progress in their basic skills.

We continue to develop the role of Family Engagement Officer to support families and learners as part of their wider community to address barriers to learning, attendance and promote wellbeing at the core of what we do.

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
<p>Vulnerable learners will receive high quality teaching in order to develop reading skills through a systematic programme of phonics</p>	<p>Teachers and Teaching assistants have a good knowledge and understanding of how to teach phonics in a systematic progressive way that meets individual needs effectively.</p> <p>Teachers and TA's will support vulnerable learners in addressing gaps in their reading skills</p> <p>Teachers will use a variety of learning and assessment tasks that identify pupils' individual needs and ways forward</p>
<p>Vulnerable learners make good progress in their individual learning and wellbeing needs are met through targeted interventions:</p>	<p>Monitoring of impact of interventions by ALNCo will that indicate good progress made from their starting points.</p> <p>Increased levels of confidence and resilience of the identified individuals will be evident.</p> <p>Improved levels of progress of identified individuals will be reflected in their attainment scores</p>
<p>Family Engagement Officer (FEO) to support families and learners to address barriers to learning and attendance.</p> <p>FEO to work closely with ALNCo and outside agencies.</p>	<p>Partnerships between the school and home are well established.</p> <p>Families Engage well with the FLO and school staff.</p> <p>Families feel valued and trust the school to support them. Families seek advice and support from the school.</p> <p>Families will be supported to increase vulnerable learners wellbeing and attainment through workshops and events</p> <p>Learners not attending on a regular basis are identified, and discussions are held with</p>

	<p>parents/carers to manage and improve attendance.</p> <p>AWS service support will be used effectively to increase the attendance of targeted persistent absentees</p> <p>Family Thive project for families and children will increase parental engagement</p> <p>Improved attendance of targeted learners</p>
<p>To train an additional member of staff to provide ELSA sessions for pupils identified as needing wellbeing support.</p>	<p>Pupils participating in ELSA sessions demonstrate an improvement in emotional regulation, self-awareness, and resilience, as measured by pre- and post-intervention assessments. Pupils involved in ELSA support show an improvement in attendance, punctuality, and engagement in lessons, as evidenced by teacher feedback and school data. Pupils become more active participants in the classroom, contributing to better academic progress and social interactions.</p>

Activity in this academic year

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

Grant funding for employment of Level 4 Full time Family Engagement Officer to support families, track attendance and further develop home school and community partnerships

Funding of 3 Level 3 Teaching Assistant to undertake interventions and targeted support for vulnerable learners in Literacy and Numeracy through a range of interventions and in class support

Funding of 1 Level 3 Teaching Assistant in Early Years to support development of early language skills addressing any language barriers through targeted interventions and in class support

Professional development for staff in the development of early reading and systematic synthetic phonic development

Professional development for staff in the development of self-regulation and effectiveness in learners

Training updates for language development and THRIVE

Professional development – ELSA training

Learning and Teaching

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach
<p>In addition to high quality class teaching and in class support pupils individual learning and wellbeing needs are met through:</p> <ul style="list-style-type: none"> • Catch up Literacy, • Breaking Barriers – Numicon • ELSA and Thrive • Speech Link • Monster Phonics intervention 	<p>For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.</p> <p>School planning should therefore be open to the idea of planning interventions to complement high quality classroom teaching</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach
<p>Developing health and wellbeing through Thrive,</p>	<p>Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.</p>

<p>ELSA and a clear understanding of needs and promotion of good school attendance</p>	<p>Approaches to wider strategies that are likely to support learning include:</p> <ul style="list-style-type: none"> • improving attendance • improving behaviour and re-establishing routines and relationships • a robust attendance strategy
--	---

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 2024 to 2025 academic year.

- Grant funding has been utilised to provide additional staffing with in the EY setting to support the early language skills of pupils.
- A focus has also been on developing wellbeing and readiness for learning
- Tracking completed through teacher assessment, baseline assessments in literacy and maths including Speechlink
 - Interventions generally lead to sustained improvements and pupils are assessed termly to ensure that they are making progress
- ALNCo evaluates interventions through discussion and feedback from LSA's providing interventions
- Allocation of grant is clearly linked to SDP
- Grant deployment is integral to being able to meet the needs of vulnerable pupils
- Vulnerable pupils play an active part of school life securing regular positions of responsibility in terms of class representatives in a range of pupil councils and play a regular active part in extra-curricular activities.
- Thrive and Elsa sessions used effectively to support the wellbeing of pupils
- FEO has provided sessions for parents on developing maths skills through playing games and this was well attended with positive feedback
- FEO has developed an effective working relationship with the local YMCA and the school plays a part in the food bank and Community Hub based there. This enables support for our families and our community and helps us access external support and advice for our families regarding housing and addressing the impact of poverty.
- Family Engagement Officer (FEO) supported Christmas food hampers and toys for families that requested support, attempting to tackle the impact of poverty

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	My Concern
Speech and Language Link	RCT
ELSA	RCT
Thrive	Thrive
SHINE	CTMHB
Trauma Informed Parctice	RCT A&I