

Llanhari Primary School



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	Llanhari Primary School
Number of pupils in school	156
Proportion (%) of PDG eligible pupils	32.05%
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	E Coates
PDG Lead	E Coates
Governor Lead	C Lewis

Funding Overview

Detail	Amount
Equity funding allocation this academic year	£60,950

Part A: Strategy Plan

Statement of Intent

At Llanhari Primary School we aim to ensure all our current plan for PDG is integrated into our overall school development plan. We focus on planning actions and interventions that focus on improving the attainment of pupils from deprived backgrounds, specifically those who are eFSM.

Our key principles of our strategy follow the guidance in the Sutton Trust Toolkit and include:

- Providing high quality interventions
- Developing excellence in the classroom

- Providing high quality Social and emotional learning
- Developing family and community engagement

We have drawn on best practice, previous successes, and well-evidenced interventions to develop our whole-school strategy. We have clear expectations from our interventions and monitor progress and evaluate their effectiveness. We understand that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. To support this, we have a robust performance management and a planned professional learning programme for all staff focused on raising achievement of disadvantaged learners. This is linked closely to staff action research, drawing on the best practice available.

We facilitate effective monitoring, evaluating and recording systems in our school and are developing effective systems and processes for tracking pupil's progress. In our school we place the wellbeing of every child at the heart of our work. We support our disadvantaged and vulnerable pupils with a strong focus on providing a safe and nurturing environment where pupils and staff feel secure.

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
Effective intervention provision	<ul style="list-style-type: none"> Differences in Reading age and Chronological age by June 2026 •Maximum 30% have Reading ages below their CA •Minimum 70% have Reading ages above their CA • The gap between the reading ages of eFSM and non eFSM closes with eFSM pupils making accelerated progress.
Effective early language intervention.	<ul style="list-style-type: none"> • Early identification of pupils • Improved provision for language acquisition • 90% of pupils graduating from Wellcomm • 90% of pupils green/yellow on language links assessment • Improved outcomes in literacy for targeted pupils – pupil progress meeting plans.
High quality teaching and learning	<ul style="list-style-type: none"> • To have in place a robust performance management and a planned professional learning programme for all staff on raising achievement of disadvantaged learners linked to research.
Pupils provided with high quality social and emotional support	<ul style="list-style-type: none"> • No exclusions • Pupils provided with high quality social and emotional support • Pupil are able to access mainstream teaching. • Improved national test scores of identified pupils • Improved Boxall scores
Improved parental engagement	<ul style="list-style-type: none"> • Improved family engagement • Improved standards for vulnerable groups

Activity in this academic year

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

- Providing high quality interventions
- Developing excellence in the classroom
- Providing high quality Social and emotional learning
- Developing family and community engagement

Learning and Teaching

Activity	Evidence that supports this approach
Providing high quality interventions	<p>Sutton Trust – EEF Toolkit:</p> <p>Early Years intervention: High impact for very high costs, based on extensive evidence</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress)</p> <p>One to one tuition: Moderate impact for high cost, based on extensive evidence.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Oral language interventions: Moderate impact for low cost, based on extensive evidence.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>Phonics: Moderate impact for very low cost, based on extensive evidence. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Reading comprehension strategies: Moderate impact for low cost, based on extensive evidence.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>
Developing excellence in the classroom	<p>Sutton Trust – EEF Toolkit:</p> <p>Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils</p> <p>Peer tutoring: High impact for low cost, based on extensive evidence.</p> <p>The evidence of impact is relatively high (typically equating to about a GCSE grade). The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.</p> <p>Feedback: High impact for low cost, based on moderate evidence.</p> <p>Feedback studies tend to show very high effects on learning.</p> <p>Collaborative learning: Moderate impact for very low cost, based on extensive evidence.</p>

	The impact of collaborative approaches on learning is consistently positive.
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Community Schools

Activity	Evidence that supports this approach
Developing family and community engagement	<p>Sutton Trust – EEF Toolkit:</p> <p>Parental involvement: Moderate impact for moderate cost, based on moderate evidence. Actively involving parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. How effective is it? Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is much less conclusive. This is particularly the case for disadvantaged families</p>

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

Activity	Evidence that supports this approach
Providing high quality Social and emotional learning	<p>Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Behaviour interventions: Moderate impact for moderate cost, based on extensive evidence. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p>

Total budgeted cost: £ £60,950

Part B: Review of outcomes in the previous academic year

PDG outcomes 2024-25

The PDG funding for 2024–25 has supported a range of targeted initiatives across Llanhari Primary School, with a strong emphasis on improving pupil outcomes through strategic intervention, professional development, and community engagement.

In Literacy and Numeracy, the school’s data-driven approach to intervention has had positive results. Notably, 63% of pupils now have reading ages above their chronological age, marking a 6% improvement over the year. The shift in pupil categorisation from ‘Red’ to ‘Green’ further reflects this progress, with the proportion of pupils in the ‘Green’ category rising from 50% to 52%. However,

the data also highlights a persistent and widening gap between eFSM and non-eFSM pupils. While both groups made gains—13.9 months for eFSM and 16.3 months for non-eFSM—the disparity remains a concern. Boys in receipt of FSM showed a 7% improvement, whereas FSM girls showed no change. Addressing this gap will be a key focus in the School Development Plan for 2025–26, with the introduction of a new phonics scheme tailored to Years 3–6.

Early language development has continued to be a priority, particularly in the Foundation Phase. The Wellcomm programme, alongside ELKLAN and PECS, has been effectively implemented in Classes 1 and 2, supported by training from the local authority. Language Links assessments indicate excellent progress among pupils. Nonetheless, there is a recognised need to extend these interventions across all classes, with a particular focus on communication tools such as PECS and communication boards. Targeted support for IDP and eFSM pupils will be delivered by SNSA staff in the coming term.

The school’s commitment to excellence in teaching and learning has been validated externally, with Estyn recognising its collaborative professional learning culture as exemplary. Staff have engaged in action research aligned with pupil needs and school priorities, culminating in shared practice sessions and external presentations. This model will continue into the next academic year, with refinements to the planning format to further embed reflective practice.

Social and emotional learning remains a cornerstone of the school’s inclusive ethos. ELSA and nurture provision have been sustained throughout the year, contributing to a stable environment with only one recorded exclusion. Staff have also explored best practices through visits to alternative provisions. The school plans to maintain and prioritise ELSA support moving forward.

Family and community engagement has flourished, with Estyn commending the school’s meaningful partnerships with families. The establishment of the Parent Council and a diverse programme of workshops—including safeguarding, behaviour, Welsh language, and GCSE maths—have strengthened parental involvement. These initiatives will continue as funding permits, reinforcing the school’s holistic approach to pupil development.

Overall, the PDG has enabled Llanhari Primary School to make significant strides in pupil progress, staff development, and community collaboration. While challenges remain—particularly in closing the attainment gap for eFSM pupils—the school is well-positioned to build on these successes in the coming year.

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
Active Learn (Abacus)	Pearson Education

Further information (optional)

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