

Llanhari Primary School



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	Llanhari Primary School
Number of pupils in school	128
Proportion (%) of PDG eligible pupils	33.96%
Date this statement was published	October 2026
Date on which it will be reviewed	February 2027
Statement authorised by	R Elphick
PDG Lead	R Elphick
Governor Lead	C Lewis

Funding Overview

Detail	Amount
Equity funding allocation this academic year	£54,061

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
<i>Effective intervention provision</i>	Differences in Reading age and Chronological age by June 2027 •Maximum 25% have Reading ages below their CA •Minimum 75% 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.	• 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	• 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	• No exclusions • Pupils provided with high quality social and emotional support • Pupil can access mainstream teaching. • Improved national test scores of identified pupils • Improved Boxall scores
Improved parental engagement	• 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	Sutton Trust – EEF Toolkit: Early Years intervention: High impact for very high costs, based on extensive evidence 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) One to one tuition: Moderate impact for high cost, based on extensive evidence. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Oral language interventions: Moderate impact for low cost, based on extensive evidence. 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. 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. Reading comprehension strategies: Moderate impact for low cost, based on extensive evidence. 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.
Developing excellence in the classroom	Sutton Trust – EEF Toolkit: Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence. 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 Peer tutoring: High impact for low cost, based on extensive evidence. 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. Feedback: High impact for low cost, based on moderate evidence. Feedback studies tend to show very high effects on learning. Collaborative learning: Moderate impact for very low cost, based on extensive evidence. The impact of collaborative approaches on learning is consistently positive.

Community Schools

Activity	Evidence that supports this approach
Developing family and community engagement	Sutton Trust – EEF Toolkit: 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

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	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. 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

Total budgeted cost: £ £54,061

Part B: Review of outcomes in the previous academic year

Review of Pupil Development Grant (PDG) 2025-26 (£60,950)

The Pupil Development Grant was used strategically to support pupils' literacy, language development, wellbeing, teaching and learning, and family engagement.

The funding enabled the school to deliver targeted interventions, strengthen classroom practice, and provide additional support for vulnerable learners.

Effective Intervention Provision

PDG funding supported the implementation of targeted literacy interventions, with a particular focus on the introduction of the FFT Phonics Programme in Classes 4-6. The impact of this work has been significant. FFT Reading Assessment data showed that the percentage of pupils achieving standardised scores above 89 increased from 42.1% in September to 72.3% by June 2026. The proportion of pupils scoring below 89 reduced from 57.9% to 27.7%, while the number of pupils identified as well below expected levels decreased from 29% to 12.9%.

National Reading Test outcomes reflected this improvement, with 80% of pupils achieving scores above 89. There was a notable reduction in the gender attainment gap, with girls moving from 9% below boys to 4.1% above boys. Pupils eligible for FSM made strong progress; however, non-FSM pupils progressed at a slightly greater rate, resulting in a small widening of the attainment gap. Overall, the intervention programme has had a positive impact on reading outcomes and will continue to be developed through embedding the FFT phonics programme and expanding targeted support across Years 3-6.

Early Language Intervention

Funding supported a range of early language interventions, including WellComm, ELKLAN strategies, PECS, Bucket Time activities, involvement in the Local Authority Early Years Language Development Programme, and the use of Foundation Phase assessments to inform pupil progress plans.

Interventions in Classes 1 and 2 were strengthened following Local Authority training in Language Link, Colourful Semantics, POPAT and Bucket Time approaches. Language Link assessments demonstrated excellent progress for all targeted pupils. The school has identified the further development of communication support strategies, including communication boards and PECS, across all classes as a priority. Early intervention programmes will continue, with targeted support for pupils with IDPs and eFSM learners.

Excellence in Teaching and Learning

PDG funding enabled staff to engage in action research focused on improving teaching and learning and strengthening the school's capacity as a learning organisation. Staff completed growth plans based on the needs of their classes, including vulnerable learners, and investigated areas for development through professional enquiry and collaboration with other schools.

This work has been recognised by Estyn as an example of excellent practice. Action research focused on developing independent learning environments, and staff successfully piloted the new Professional Standards to support the process. Findings were shared across the school and presented as effective practice to the Central South Consortium. The school will continue this successful approach through its established action research and performance management cycle.

High Quality Social and Emotional Learning

PDG funding supported the continuation of ELSA provision and wider wellbeing support. ELSA sessions were delivered throughout the year for identified Key Stage

2 pupils, while wellbeing reviews enabled effective identification, tracking and support for learners requiring additional intervention.

Support staff visited alternative provisions to enhance their understanding of wellbeing and ALN practice. Despite a small number of fixed-term exclusions (four exclusions totalling five days), wellbeing provision remained a priority, with ongoing support for vulnerable pupils. The school will continue to prioritise ELSA and plans to reintroduce nurture provision to further strengthen social and emotional support.

Family and Community Engagement

PDQ funding supported activities designed to strengthen relationships between school and home. The school's work with families was recognised as a strength, with a range of workshops and parent engagement opportunities provided throughout the year. The PTA successfully delivered a broad programme of activities for pupils and families, contributing positively to community involvement.

Although the Parent Council did not operate during the year due to low participation, it is going to be re-established. The school remains committed to maintaining strong family engagement through workshops, community activities and opportunities for parental involvement.

Overall Impact

The 2025-26 PDQ allocation has contributed to improved literacy outcomes, strong progress in early language development, high-quality professional learning, enhanced wellbeing provision and effective family engagement. The grant has supported the school's commitment to reducing the impact of disadvantage and ensuring targeted support for vulnerable learners, providing a strong foundation for continued improvement in 2026-27.

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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