



Llwynocrwn Primary School

PUPIL DEVELOPMENT GRANT ALLOCATION

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.

School Overview

Detail	Data
School name	Llwynocrwn Primary School
Number of pupils in school	260
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	C. Charles
PDG Lead	C. Charles
Governor Lead	R. Price

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£95,450

Statement of Intent

At Llwynocrwn Primary School we aim to ensure all our current plan for PDG is integrated into our overall SDP-School Development Plan.

We focus on planning actions and interventions that focus on improving the attainment of pupils from deprived backgrounds, especially those who are eFSM.

Our key principles include:

- Providing high quality interventions
- Providing enriching activities for disadvantaged pupils
- 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 clear performance management and a planned professional learning programme for all staff focused on raising achievement of disadvantaged learners. 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
Improved Reading Ages for eFSM pupils	Differences in Reading age and Chronological age The gap between the reading ages of eFSM and non eFSM narrows
Improved engagement and wellbeing of disadvantaged pupils	Improved attendance of eFSM pupils Improved wellbeing of eFSM pupils
Pupils provided with high quality social and emotional support	Pupils are able to access mainstream teaching. Improved national test scores of identified pupils

Improved parental engagement	Improved attendance at community meetings and parental workshops Greater % of parents engaging in home school activities
High quality teaching and learning	Specific tracking system developed for eFSM pupils to track performance and progress Teaching is judged at least good in 100% of lessons with 25% judged as excellent

Activity in this academic year

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

We aim to provide high quality interventions We will provide enriching activities for disadvantaged pupils We will continue to provide high quality social and emotional learning We will further develop family and community engagement All of these are included in our SDP 2025-2026

Learning and Teaching

Budgeted cost: £ 95,450

Activity	Evidence that supports this approach
Providing high quality interventions	Early Years intervention: Evidence suggests that early years intervention is beneficial with above average levels of impact Oral language interventions 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 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.
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Community Schools

Activity	Evidence that supports this approach
Developing family and community engagement	Parental involvement: Actively involving parents in supporting their children's learning at school. This includes training for parents and carers such as improving IT skills, Mathematics skills, ADHD Awareness, Cookery. Also, more intensive programmes for families in crisis.

Wider strategies

Activity	Evidence that supports this approach
Providing high quality social and emotional learning	Social and emotional learning ELSA results show increased wellbeing

Review of outcomes in the previous academic year 2024-2025

This details the impact that our PDG activity had on pupils in the 2024-25 academic year.

During 2024-25, the school supported pupils eligible for FSM as well as those transitionally protected (28%). Programmes included additional learning and well-being support. The school utilised the PDG for staffing to support these pupils.

As a result the gap between RA of FSM and non-FSM narrowed.

All identified pupils transitioned well to secondary school as a result of additional activities to prepare for changes.

As a result of interventions and engagement, attendance of FSM pupils for the academic year improved from the previous year.

Well-being data demonstrated improved self-assessment as well as measurable improvements in attitudes to learning.

Parental engagement and involvement has improved, and training offered has resulted in increased awareness and improved skills.

See Estyn Inspection Report March 2025