

# TON YR YWEN PRIMARY SCHOOL

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



This statement details our school's use of the PDG and EYPDG 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**

<b>Detail</b>	<b>Data</b>
School name	<b>Ton Yr Ywen Primary School</b>
Number of pupils in school	411
Proportion (%) of PDG & EYPDG eligible pupils	10.1%
Date this statement was published	October 2025
Date on which it will be reviewed	31/3/26 and the end of the academic year.
Statement authorised by	Headteacher – Mrs A James-Griffiths, and Mr J Aubery – Chair of Governors
PDG/EYPDG Lead	Miss L Jackson (ALNCo) Overseen by Mrs R Antoniazzi (DHT) and Mrs A James-Griffiths (HT)
Governor Lead	Graham Hinchey

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
<b>Total PDG/EYPDG budget for this academic year</b>	£51.295
<b>Actual costs costed below:</b>	

## Part A: Strategy Plan

### *Statement of Intent*

We believe all learners should have equal opportunities and equity of provision so they are not discriminated against. In order to ensure all our learners make progress, irrespective of their background or financial need, funding will be allocated specifically for this.

We aim to improve the Emotional Health and Well-being of our learners by offering programmes of support alongside access to real and relevant learning experiences.

Through targeted support, we can enable all learners to become functionally literate and numerate. We aim to enhance the capacity of our intervention programme in order to consistently deliver highly effective learning experiences. Our intention is to balance whole school strategies with targeted interventions to ensure all learners benefit as individuals, whilst the whole school develops its ability to support every learner to achieve their full potential.

The strategies implemented by the school are drawn from the most effective practice and educational research as part of a whole-school strategy.

### *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
To improve the emotional and social health of groups of learners.	Fewer incidents of conflict, exclusion or disruptive behaviour are recorded.  Attendance of vulnerable and ALN pupils will remain consistent or improve.  Fewer incidents of dysregulation will be recorded.  Increased instances of collaboration and teamwork increase during group activities.
To further narrow the attainment gap between disadvantaged learners and their peers.	The attainment gap is reduced  Assessment data indicates a reduction in the gap between disadvantaged learners and their peers.  Disadvantaged learners consistently access and engage with tailored interventions (where required).  Pupil voice surveys show improved attitudes toward school and learning among disadvantaged groups.

<p>To enable all learners to be working towards becoming functionally literate and numerate.</p>	<p>Pupils demonstrate measurable improvement in reading, writing, and numeracy based on baseline and ongoing assessments.</p> <p>Targeted support is in place for learners who need additional help, and progress is tracked regularly.</p> <p>Learning activities are differentiated to meet individual needs and promote inclusive progress.</p>
<p>To ensure that pupils with challenging behaviour have their needs met appropriately.</p>	<p>Challenging behaviour is de-escalated more quickly through a range of agreed strategies.</p> <p>Increased understanding by all staff of reasons behind challenging behaviour.</p>
<p>To implement strategies that will enable all learners to access provision that meets their needs.</p>	<p>Learning provision for all pupils is fair and equitable.</p> <ol style="list-style-type: none"> <li>1. Universal provision</li> <li>2. Support strategies and interventions</li> <li>3. Specialist advice</li> </ol> <p>Learning activities are consistently differentiated to ensure accessibility for all pupils.</p> <p>Targeted interventions (where required) are in place and monitored for impact on pupil progress and engagement.</p>

### Activity in this academic year

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

### Learning and teaching:

Budgeted Cost: £50,514.38

Activity	Evidence that supports this approach	Budget costing:
ALNCO to oversee the PDG implementation	Time is timetabled to review the provision	1 x DHT/ALNCO - 10 days a year: £4500.60
Developing the role of our Level 3 TA to oversee interventions and to support the delivery of	Early intervention for S&L has a significant impact on later literacy skills. (EEF Data - Communication and	1 x TA Level 3 - 2 days a week - whole year: £9508.80

Language links to specific learners.	Language approaches - +7months)	
Two TAs will run ELSA and Lego Therapy and interventions with groups of children each afternoon.	ELSA and other Well-being programmes have a proven track record in helping disadvantaged children deal with social/emotional problems and engage more positively in school life. (EEF SEL +4 months)	1 x TA level 3 - 2 days a week - whole year: £9508.80 1 x TA Level 2 - 2 days a week - whole year: £8196.80
The Flourish Project will continue with learners at PS3 and be delivered weekly.	Well-being programmes have consistently demonstrated success in supporting disadvantaged children to overcome social and emotional challenges, fostering more positive engagement in school life (EEF MSR +8months)	Nil
Further develop a systematic and progressive intervention programme  TA's to run interventions including S&L Handwriting, Reading and Phonics.	Targeted support delivered by a familiar adult ensures consistency and improved learner engagement and confidence. Data has shown that Staff with up to date, relevant and specific training will be more effective in supporting children. The attainment gap will narrow. (EEF Data - Teaching assistant interventions - +4 months)	1 x TA Level 2 - 2.5 days a week: £10,246  General TA level 2 support - 2 days a week: £8196.80
Continue to develop a consistent and data driven system to measure the impact of interventions and plan for improvement.	Analysing the impact of interventions will ensure that the most effective and evidence based support is in place for learners. Record of interventions form will allow us to gather more specific data linked to delivery of interventions and provide us with a more effective tool to monitor pupil engagement and access of interventions.	None: £0
Teaching staff will attend Termly ALN Progress meetings with ALNCO	Teachers are informed and confident about the progress of learners in their class.	Cover supervisor cover 3 x days a year: £356.58

**Wider strategies - (Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations, equity and inclusion)**

Budgeted Cost: TBC

<b>Activity</b>	<b>Evidence supports that this approach</b>	<b>Budget costing:</b>
<p>Staff access additional training specific to different needs of learners as determined by ALNCO/ALN Lead Practitioner.</p>	<p>Improved subject knowledge and up to date training will enhance the quality of provision offered.</p>	<p>TBC</p>
<p><i>Equity and inclusion including removing barriers brought about by poverty.</i></p> <p><i>Re-organise timetable to enable all learners to access provision and interventions.</i></p> <p>Enrichment activities organised for 1 hr every week across the school, providing an opportunity for all children in PS2&amp;3 to work together on a range of extracurricular activities and projects with different members of staff.</p> <p>Review our residential trips to find the best value for money for all.</p> <p>All school trips will be evaluated against a set of criteria before booking to ensure trips are affordable for all.</p>	<p>High quality support for learners with additional needs is evident.</p> <p>All members of the school community are valued and supported to achieve high levels of physical, psychological, social and emotional well-being.</p> <p>Opportunities to receive extra curricular experiences for all will promote learners' independence, offering challenge and the opportunity to experience success along the learning journey (CfW)</p> <p>The impact of social disadvantage is mitigated successfully.</p>	<p>Nil</p>

**Externally provided programmes**

Please include the names of any programmes that will be purchased in order to support the PDG activities:

Budgeted Cost: £120

<b>Programme</b>	<b>Provider</b>	<b>Budget costing:</b>
Embed a programme that empower young people to reach their potential. The RESPECT programme offers a syllabus of character based learning to build resilient and confident young people.	Commando Joes	Costs already incurred last financial year.
Lego intervention	LA approved training	£120 for materials.
The Flourish Project will continue for learners at PS3 and be delivered weekly.	Proton Foundation - no additional cost to the school	Nil