TON YR YWEN PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG and EYPDG 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	**Ton Yr Ywen Primary School**
Number of pupils in school	393
Proportion (%) of PDG & EYPDG eligible pupils	9.2%
Date this statement was published	Applies to 2026-2027
Date on which it will be reviewed	April 2027
Statement authorised by	Headteacher – Mrs A James-Griffiths, and Mr J Aubery – Chair of Governors
PDG/EYPDG Lead	Miss L Jackson (ALNCo)
Governor Lead	Mr J Aubrey

Funding Overview

Detail	Amount
Total PDG/EYPDG budget for this academic year	£56,350
Additional Funds from school budget	£8113
Total budget for academic year:	£64,463 (allowing for salary changes during the academic year)
Actual costs costed below:	

Part A: Strategy Plan

Statement of Intent

Ton Yr Ywen's mission is Explore, Grow, Belong.

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 observed / recorded. Increased instances of collaboration and teamwork increase during group activities. Early identification of need and collaborative work with agencies, the school ensures targeted provision can be planned for and implementation prompt to support pupils' wellbeing, engagement and progress in PS1.
To improve speech, language and communication outcomes for vulnerable learners and those identified as requiring additional support.	Speech Link and Language Link assessments identify pupils requiring targeted intervention. Interventions are matched to assessment outcomes and delivered consistently. Learners make measurable progress against baseline assessment scores. The number of pupils requiring intensive support reduces where appropriate due to effective early intervention. Pupils demonstrate improved access to the curriculum through enhanced language and communication skills.

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.
To enable all learners to be working towards becoming functionally literate and numerate.	Pupils demonstrate measurable improvement in reading, writing, and numeracy based on baseline and ongoing assessments. Targeted support is in place for learners who need additional help, and progress is tracked regularly. Learning activities are differentiated to meet individual needs and promote inclusive progress.

Activity in this academic year

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

- Invest in resources to create a sensory room in the lower school building.
- Repurpose the additional classroom in the lower school to become a nurture space.
- Provide professional learning for staff on Monster Phonics.
- Provide professional learning for staff on Zones of Regulation and Sensory Circuits.

Learning and teaching:

Activity	Evidence that supports this approach
Two part time TAs will run wellbeing interventions including ELSA, Talkabout and drop in sessions. £15,446	Targeted social and emotional interventions can have a positive impact on learners' wellbeing, engagement and readiness to learn. ELSA and Talkabout programmes support the development of emotional literacy, self-regulation, resilience and social communication skills, helping pupils overcome barriers to learning. Reference: Education Endowment Fund (EEF) +4 months impact on pupils.
Termly ALN progress meetings with ALNCo.	The EEF Teaching and Learning Toolkit identifies metacognition and self-regulation approaches as having the potential to generate up to seven additional months of progress. Regular review meetings ensure

£1000	that assessment information is used effectively to inform provision and intervention planning.
One full time TA will run learning based interventions. £25,744.	Well-trained support staff delivering structured, evidence-informed interventions can accelerate progress in literacy, numeracy and communication skills when programmes are carefully targeted and monitored.
Two part time TAs will run learning based interventions. £15,446	Small-group and targeted intervention approaches provide additional opportunities for pupils to develop key skills and address gaps in learning. Early intervention can help disadvantaged learners maintain progress and access the curriculum more successfully. Reference: Education Endowment Fund (EEF) evidence suggests that targeted academic interventions have +5 months impact on pupils.
HLTA will run wellbeing interventions when not covering class. £6,827	Providing additional capacity for targeted wellbeing support increases opportunities for pupils to access timely interventions. Early support for emotional health and wellbeing can improve attendance, engagement in learning and relationships with peers and adults.

Activity	**Evidence that supports this approach**	**Budget costing:**
Staff access additional training specific to different needs of learners as determined by ALNCo/ALN Lead Practitioner.	Improved subject knowledge and up to date training will enhance the quality of provision offered.	TBC
Equity and inclusion including removing barriers brought about by poverty. *Re-organise timetable to enable all learners to access provision and interventions.* Enrichment activities organised for 1 hr every week across the school, providing an opportunity for all children in PS2&3 to work together on a range of extracurricular activities and	High quality support for learners with additional needs is evident. All members of the school community are valued and supported to achieve high levels of physical, psychological, social and emotional well-being. 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)	Nil

projects with different members of staff. Review our residential trips to find the best value for money for all. All school trips will be evaluated against a set of criteria before booking to ensure trips are affordable for all.	The impact of social disadvantage is mitigated successfully.	

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

Budgeted Cost: £0

Programme	Provider	Budget costing:
Monster Phonics	Monster Phonics	£0
Timetable Rockstars	Times Table Rock Stars	£0 FOTYY funding

Part B: Review of outcomes from 2025-2026

Activity	Impact
ALNCo to oversee the PDG implementation	Effective oversight ensured that PDG funding was targeted appropriately, provision was monitored regularly and learners received support that addressed identified barriers to learning

Developing the role of our Level 3 TA to oversee interventions and to support the delivery of Language links to specific learners.	Increased capacity for coordinating interventions improved consistency of delivery and tracking, contributing to improved communication and language outcomes for identified pupils.
Two TAs will run ELSA and Lego Therapy and interventions with groups of children each afternoon.	Pupils benefited from regular targeted support, resulting in improved emotional wellbeing, social interaction skills and engagement in learning for many learners.
The Flourish Project will continue with learners at PS3 and be delivered weekly.	Weekly sessions supported pupils' emotional health and wellbeing, increasing confidence, resilience and readiness to engage with school life.
Further develop a systematic and progressive intervention programme TA's to run interventions including S&L Handwriting, Reading and Phonics.	Intervention provision became more structured and responsive to learner needs, supporting better continuity of support and clearer progression pathways. Targeted interventions contributed to improvements in literacy, communication and fine motor skills, enabling learners to access classroom learning more effectively. Improved use of assessment and progress data enabled staff to evaluate effectiveness more accurately and adapt provision where necessary to maximise outcomes.
Continue to develop a consistent and data driven system to measure the impact of interventions and plan for improvement.	Improved use of assessment and progress data enabled staff to evaluate effectiveness more accurately and adapt provision where necessary to maximise outcomes.
Teaching staff will attend Termly ALN Progress meetings with ALNCO	Regular review meetings strengthened collaboration between staff, improved monitoring of learner progress and supported timely adjustments to provision.