



TRALLWNG INFANTS SCHOOL

April 2025 - March 2026

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	Trallwng Infants School
Number of pupils in school	76
Proportion (%) of PDG eligible pupils	18.42%
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clare Sullivan, Acting Headteacher
PDG Lead	Clare Sullivan, Acting Headteacher
Governor Lead	Curriculum Standards Committee
Chair of Governors	Lynda Davies

Funding Overview

Detail	Amount
PDG/Equity funding allocation this academic year	£18,400
PDG Smoothing Grant	£5,750
Total budget for this academic year	£24,150

Part A: Strategy Plan

Statement of Intent

At Trallwng Infants School, our vision is to 'provide a safe, happy and welcoming environment that inspires children to become independent and confident learners within our community'. We strive to ensure that every child, regardless of background, has the opportunity to thrive socially, emotionally and academically, reaching their full potential. The Pupil Development Grant (PDG) enables us to remove barriers to learning and provide targeted support and equitable experiences to our most vulnerable learners.

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
<p>Targeted pupils will receive interventions to support the development of their early literacy and numeracy skills, such as:</p> <ul style="list-style-type: none">● WellComm● Language Links● Speech Links● Phonics Intervention● Attention Autism (Bucket Time)● Rapid Maths	<p>Pupil progress meetings used to discuss and review intervention data, showing good progress being made.</p> <p>Termly meetings held between ALNCo and support staff to discuss impact of interventions</p> <p>ALNCo to analyse termly data to monitor impact and prioritise interventions for the following term.</p>
<p>Our most vulnerable pupils will be identified and receive additional support with their wellbeing by accessing interventions such as Relationship Based Play, Drawing & Talking and Lego Therapy.</p>	<p>Wellbeing interventions will support the social and emotional development of our pupils.</p> <p>Pupils will develop strategies to support their emotional regulation.</p> <p>Nearly all pupils will make progress with their Wellbeing, evidenced through observations and pupil voice.</p>

Activity in this academic year

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

Funds the employment of a member of support staff who supports the learning of vulnerable pupils (including pupils eligible for free school meals eFSM) in literacy, numeracy and wellbeing through interventions across the school.

Funds used to support families with the costs of extra curricular trips and experiences throughout the school year.

Learning and Teaching:

Budgeted cost: £23,000

Activity	Evidence that supports this approach
Literacy, Maths and Wellbeing support through interventions: <ul style="list-style-type: none"> ● WellComm ● Language Links ● Speech Links ● Phonics Intervention ● Attention Autism (Bucket Time) ● Rapid Maths 	Intervention Folders - Weekly notes and observations Assessment Trackers - Intervention Data Pupil Progress meeting notes Termly ALNCo and Support Staff Intervention Review meeting minutes

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services):

Budgeted cost: £750

Activity	Evidence that supports this approach
Extra curricular activities and wider experiences for eFSM learners.	Lunchtime curricular clubs - registers Receipts for resources (Cooking ingredients, sports equipment, creative resources)
Transition support for Pre-Nursery children - Supply cover to release Nursery HLTA to visit settings during the Autumn, Spring and Summer Terms.	Transition meeting information and observation notes. One page profiles created between families, previous settings and school.

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

Budgeted cost: £400

Activity	Evidence that supports this approach
Parent curriculum and wellbeing workshops and session: <ul style="list-style-type: none"> ● Maths manipulatives workshops ● Early Language Development - Toddler Group ● PIPYN - Healthy Eating and Healthy Choices (Cwm Taf) 	Parent Feedback Forms.

Total budgeted cost of PDG: £24,150

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

Outcomes for 2024-2025
<ul style="list-style-type: none"> ● Progress of all pupils is tracked, where our vulnerable learners, including eFSM pupils, are highlighted and tracked. We ensure that this group of pupils are set realistic yet challenging targets and supported to reach these targets through intervention. ● Pupils individual learning needs were met through either individual or small group Literacy and Maths interventions ● Literacy – Data shows that most eFSM pupils made good progress when they received intervention support. Data shows that many eFSM pupils made very good progress when they received intervention support. ● Numeracy - Data shows that nearly all eFSM pupils made good progress when they received intervention support. Data shows that around half eFSM pupils made very good progress when they received intervention support. ● Pupils in need of Wellbeing support are identified and provide specific interventions to support their social and emotional needs, including external support through SHINE sessions. ● Wellbeing - data shows that nearly all eFSM pupils made good progress when they received intervention support. Data shows that many eFSM pupil made very good progress when they received intervention support. ● Termly assessments supported the tracking and monitoring of progress of these learners. ● Reception aged pupils 24/25 – Performance of eFSM learners <i>perform the same</i> when compared to nFSM learners in literacy. ● Reception aged pupils 24/25 – Performance of eFSM learners <i>perform the same</i> when compared to nFSM learners in numeracy. ● Yr1 aged pupils 24/25 – performance of eFSM learners perform the same when compared to nFSM learners in literacy.

- Yr1 aged pupils 24/25 – performance of eFSM learners *perform the same* when compared to nFSM learners in numeracy.
- Yr2 aged pupils 24/25 – performance of eFSM learners *perform the same* when compared to nFSM learners in literacy.
- Yr2 aged pupils 24/25 – performance of eFSM learners *outperform* when compared to nFSM learners in numeracy.
- Overall, performance of eFSM learners *perform the same* when compared to nFSM learners in literacy and numeracy throughout the school.
- Termly Pupil Progress meetings supported the monitoring of progress of every eFSM child throughout the school and identified specific areas of development. Where gaps in progress occur, early intervention is put into place immediately.
- The development of termly Pupil Progress Profiles have further supported staff to recognise and identify minimal progress or accelerated progress of individual pupils, supporting discussions in Pupil Progress meetings, with specific individual needs for challenge and support moving forward.
- For example, during Summer Term Pupil Progress Meetings, in Year 1 a group of eFSM pupils was identified as underperforming in reading due to lack of phonics knowledge. As a result, a daily phonics intervention was put into place to support this group of learners, where nearly all learners made accelerated progress with their reading from their starting points by the end of the Summer Term.
- Interventions are timetabled across the school and support staff for interventions are utilised on a needs basis term by term, where interventions are introduced or removed from timetables as support for individuals and groups are identified.
- For example, during the Autumn Term, 4 eFSM pupils were identified with language understanding difficulties using the WellComm assessment. These pupils were then timetabled to receive both group and individual WellComm intervention weekly. As a result, when these pupils had an interim assessment, 3 out of 4 of these pupils made 3 sections progress and the other child made 2 sections progress. Due to this, 3 of these pupils were removed from the intervention and the time was used to assist children with their social development using Relationship Based Play instead. The same process of identification and intervention is applied to all pupils.
- Pupil Progress Profiles have also supported families to understand the progress of their children, understanding their next steps in learning and how to support them further at home.
- For example, a number of our Reception parents were made aware of the limited progress children had made with their phonic sound awareness and number recognition between their baseline and Autumn updates. Through discussions and support, parents began to engage with sound cards and number cards sent home in book bags. As a result, these children made good progress with their phonic sound and number recognition.
- Every effort is made to actively involve parents and carers in their child's learning and progress through a range of opportunities such as parents workshops, open evenings and parents evenings.
- For example, RWI workshops and Maths manipulatives workshops were run early during the Autumn term to support parents with understanding how the children learn to read, write and count at our school. As a result, many parents who attended expressed their deepening understanding and confidence in supporting their children with this at home.

- Further support for families is also provided through external agencies such as Resilient Families where required.
- Attendance of all pupils is monitored by the Headteacher, School Clerk, Governing Body and our AWO and addressed as a required
- Attendance of pupils eFSM for 2024/25 is 86.9%
Attendance of pupils nFSM for 2024/25 is 94%
Meaning, there is a difference of 7.1%. This has deteriorated from the previous year.
- Due to this, attendance has been placed as a priority on our school development plan, with a goal to close the gap in attendance between our eFSM and nFSM pupils.

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
WellComm	EYLP Team
Elklan	EYLP Team
Makaton	EYLP Team
PECS	EYLP Team
Intensive Interaction	EYLP Team
Attention Autism (Bucket Time)	Dawn Warrell