



TRALLWNG INFANTS SCHOOL

April 2026 - March 2027

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	71
Proportion (%) of PDG eligible pupils	23.9%
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£11,500
PDG Smoothing Grant	£4,230.12
Total budget for this academic year	£15,730.12

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 for our eFSM learners. Other vulnerable pupils identified by the school (which are not eFSM) will also receive appropriate support as outlined.

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
Targeted pupils will receive interventions to support the development of their early literacy and numeracy skills, such as: • WellComm • Language Links • Speech Links • Precision Teaching • Phonics Intervention • Attention Autism (Bucket Time) • Rapid Maths	Pupil progress meetings used to discuss and review intervention data, showing good progress being made. Termly meetings held between ALNCo and support staff to discuss impact of interventions ALNCo to analyse termly data to monitor impact and prioritise interventions for the following term.
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 ELSA.	Wellbeing interventions will support the social and emotional development of our pupils. Pupils will develop strategies to support their emotional regulation. Nearly all pupils will make progress with their Wellbeing, evidenced through observations and pupil voice.

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: £15,000

Activity	Evidence that supports this approach
Literacy, Maths and Wellbeing support through interventions: • 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: £630.12

Activity	Evidence that supports this approach
Support the attendance of eFSM pupils, by tracking persistent absences and offering early support and intervention to families.	Attendance Registers. Persistence Absence Tracker. Attendance meeting letters and meeting minutes.
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.
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations):

Budgeted cost: £100

Activity	Evidence that supports this approach
Parent curriculum and wellbeing workshops and session: • Maths manipulatives workshops • Phonics workshops • Emotional Regulation workshops • Early Language Development - Toddler Group	Parent Feedback Forms.

Total budgeted cost of PDG: £15,730.12

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 2025 to 2025 academic year.

Outcomes for 2025-2026
• 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 the majority of eFSM pupils made good progress when they received intervention support. Data shows that a minority of eFSM pupils made very good progress when they received intervention support. • Numeracy - Data shows that many eFSM pupils made good progress when they received intervention support. Data shows that around a minority 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 a few 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 25/26 – Performance of eFSM learners *perform the same* when compared to nFSM learners in literacy.
- Reception aged pupils 25/26 – Performance of eFSM learners *perform the same* when compared to nFSM learners in numeracy.
- Yr1 aged pupils 25/26 – performance of eFSM learners perform the same when compared to nFSM learners in literacy.
- Yr1 aged pupils 25/26 – performance of eFSM learners *perform the same* when compared to nFSM learners in numeracy.
- Yr2 aged pupils 25/26 – performance of eFSM learners *perform the same* when compared to nFSM learners in literacy.
- Yr2 aged pupils 25/26 – performance of eFSM learners *perform the same* 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 Spring Term Pupil Progress Meetings, in Year 1 and Year 2 a group of eFSM pupils was identified as underperforming in reading due to lack of High Frequency Word recognition. As a result, a daily precision teaching intervention was put into place to support this group of learners, where nearly all learners made accelerated progress with their High Frequency Word recognition 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, 3 Reception 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, 2 out of 3 of these pupils scored green on their aged section and the other child was now only one below their aged section. Due to this, 2 of these pupils were removed from the intervention and the time was used to assist children with their reading skills through precision teaching. 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 Year 1 parents were made aware of the limited progress children had made with their High Frequency Word recognition between their baseline and Autumn updates. Through discussions and support, parents began to engage with High Frequency Word cards sent home in book bags. As a result, these children made good progress with their High Frequency Word 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 Spring 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 2025/26 is 89.02%
Attendance of pupils nFSM for 2025/26 is 93.9%
Meaning, there is a difference of 4.88%. This gap has decreased by 2.22% compared to last year.
- Last year we achieved the Bronze award in Inclusive attendance and will progress onto the Silver award this year. Through this process, we will continue to support our families with pupil attendance and continue to decrease the gap 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
ELSA	RCT EPS
MeLSA	RCT EPS