

Tairgwaith Primary School

Pupil Development Grant (PDG) 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

Number of pupils in school	85 (3.10.25)
Proportion (%) of PDG eligible pupils	31.6%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tina Morris – Acting Headteacher
PDG Lead	Tina Morris – Acting Headteacher
Governor Lead	Dafydd Humphreys – Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£21,850
PDG smoothing funding allocation this academic year	£11,500
Early Years funding allocation this academic year	£3,450
Early Years smoothing funding allocation this academic year	£5,646
Total budget for this academic year	£42,446

Part A: Strategy Plan

Statement of Intent

At Tairgwaith Primary School our vision is to 'Prepare Every Child for a Better Future'.

The key principals of our plan are to:

1. Ensure all pupils make effective progress in line with the expectations of Curriculum for Wales regardless of background, ability, race, gender or age. This may be through a range of targeted intervention programmes, where staff training may be required, financial support in accessing educational trips, implementing new experiences into their curriculum such as visits or visitors, physical resources.
2. To develop a systematic approach to the teaching of number across the school and increase numeracy and problem-solving opportunities across the 6 areas of learning.
3. To develop consistency in the teaching of spelling and writing and improve opportunities for high quality writing activities to raise the standard of pupil's literacy skills across the 6 areas of learning.
4. To further develop and strengthen community links through visits / visitors / experiences / additional opportunities.

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 ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression.	Teachers / Staff will be able to: <ul style="list-style-type: none">• Evolve their curriculum planning and teaching to ensure pupils progress with their values and attitudes, integral skills, conceptual understanding through generalisations and cross-curricular skills.• Write comments using concise assessment language to articulate progress in knowledge and understanding, conceptual understanding, integral skill opportunities and discipline-specific skills.• Use clear learning intentions for their lessons, matched to pupils' learning needs, which enable pupils to progress.• Support pupils to understand 'why' they are learning what they are learning.• Will be able to adapt their provision based on observations of learners' needs, misconceptions, etc.• Provide effective opportunities for pupils to reflect upon and self and peer assess their work by using success criteria.

	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Achieve effective progress with their values and attitudes, integral skills, conceptual understanding through generalisations and cross-curricular skills. • Suggest what they are learning to make progress in within a lesson or over a series of lessons. • Suggest 'why' they are learning what they are learning. • Reference their success criteria when asked to reflect on a piece of relevant work. • Use self and peer assessment to reflect on and improve their work.
<p>To develop a systematic approach to the teaching of number across the school and increase numeracy and problem-solving opportunities across the 6 areas of learning. (Specifically, the Four Rules of Number)</p>	<p>Teachers / Staff will be able to:</p> <ul style="list-style-type: none"> • Plan opportunities for pupils to develop their mathematical skills on a daily basis. • When appropriate, teachers will plan for pupils to use and apply their mathematical skills outside of a maths lesson. • Teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches. • Staff will explicitly use language of number and reasoning with pupils and will identify appropriate opportunities for pupils to develop their skills in a range of learning experiences so that the majority of pupils will be using the language of number and reasoning within their learning. • Teachers will plan half termly RICH tasks in order for pupils to apply their numerical skills in structured manner. <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Represent concepts in multiple ways (concrete, visual, digital and abstract). • Use precise mathematical language to explain their thinking. • Identify efficient strategies for calculations. • Independently apply concepts to new problems in unfamiliar situations. • Develop their ability to apply, analyse, and evaluate in respect of number and other areas. • Gain a higher level of in numeracy-related activities, evidenced through participation in cross-curricular projects (RICH tasks).
<p>To develop consistency in the teaching of spelling and writing and improve opportunities for high quality writing activities to raise the standard of pupil's literacy skills across the 6 areas of learning.</p>	<p>Teachers / Staff will be able to:</p> <ul style="list-style-type: none"> • Provide pupils with the opportunities to develop their writing skills at a stage appropriate level, using consistent targeted approaches: ski slope / Monster Phonics / Superhero Spellers / text type & narrative frames – Talk for Writing / Grammar & Punctuation Pyramids. • Provide pupils with planned literacy opportunities – RICH tasks. • Provide pupils with the opportunities to develop their competency in spelling at stage-appropriate level: Monster Phonics / Superhero Spellers. • Use the writing framework to plan for high quality teaching and learning opportunities with their given classroom.

	<ul style="list-style-type: none"> • Use the writing framework to assess writing progression of the pupils. <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Use stage appropriate text features. • Use stage appropriate grammar. • Spell words at a stage appropriate level. • Use stage appropriate punctuation consistently. • Use varied sentence types at a stage appropriate level within their writing across the 6 AOEs.
To further develop and strengthen community links through visits / visitors / experiences / additional opportunities.	<p>Teachers / Staff will be able to:</p> <ul style="list-style-type: none"> • Forge deeper links with parents / carers / community: Lots of Tots Creche / Café on the Track / TWMC / Forest schools. • Recognise the importance of collaborating with parents / carers / community to ensure that we maximise the education and well-being opportunities. • Plan enrichment events that support the strengthening of these links: Twmpath / Forest school / Historical treasure Hunt / etc. • Forge a good relationship with our school Family Engagement Officers, who will offer a variety of opportunities to encourage interest within the community. • Provide a range of opportunities for outdoor learning leading to raised levels of well-being. • Provide a range of extra-curricular activities and experiences, which will develop greater interest in community involvement. <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Become more confident, resilient and better equipped to manage risk. • Make friends with different peer groups. • Explore different interests. • Develop an understanding and appreciation of the outdoors and sustainability through first hand experiences.

Activity in this academic year

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

Learning and Teaching – Activities include professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.

Community Schools – Activities include parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day.

Wider strategies Health and Well-being – Wellbeing interventions, whole school approach Curriculum/qualifications – outdoor learning, residential Leadership – professional learning on leading challenge Raising Aspirations- working in partnership with other agencies.

Budgeted cost: £42,446

Activity	Evidence that supports this approach
<p>To support staffing costs in order to implement the learning and teaching activities identified below:</p> <ul style="list-style-type: none"> • Visits to other provisions to witness good practise • Internal observations / learning walks / listening to learners • White Rose Maths • Numeracy training for all staff • Numeracy Project for SMT staff – Cwmtawe Cluster • Monster Phonics / Superhero Spelling • Training for all staff on spelling schemes • Training for all staff on developing writing • Talk for Writing strategies • Speechlink • Language Link • POPAT • WellComm • Black Sheep • Pegs to Paper <p>Employment of Teaching Assistants.</p> <p>Professional learning, research networks, assessment/evaluation, curriculum development and adaptation, intervention support.</p> <p>Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses.</p>	<p>Observations show that many children have lower skills than previously and need re-enforcement in order to have a positive impact on learning.</p> <p>Programmes which have been successful have been re-introduced and more staff have been trained to deliver and support more children.</p> <p>Consistency throughout the school is essential in order to ensure a fluid progression.</p> <p>Small group interventions</p> <p>Observations / Learning Walks / Listening to Learners</p> <p>Pupil progress</p> <p>Monitoring and tracking by ALNCo and Teaching Assistants.</p> <p>To help reduce staff: pupil ratio through high quality support in classrooms – observations, quality of work, progress by pupils and high levels of attendance. Small group interventions. Teaching assistants have access to high quality training to enable them to support pupils effectively.</p> <p>Upskilled practitioners with increased knowledge of learning strategies.</p> <p>Improved assessment tools to measure progress and outcomes.</p> <p>Collaboration with other professionals and sharing good practice.</p> <p>Transport and Educational Visits Providing equal opportunities for all pupils to access residential and educational visits.</p>

<p>The school will continue to forge ever closer links with parents by providing opportunities for their children to encounter additional experiences that many families are unable to provide. In order to achieve this, we will provide opportunities throughout the year along with the transport costs.</p>	<p>Events / experiences which have been successful in the past have been re-introduced to ensure we are maximizing all the wellbeing opportunities we can.</p> <p>In a recent parent survey the majority of our parents expressed the view that '<i>they would like more additional experience opportunities for their children through after school provision</i>'.</p> <p>School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners.</p>
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Total budgeted cost: £42,300

(The PDG grant is supplemented by the school budget in order to meet the full costs.)

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.

Strategy	Impact
<p>To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression.</p> <p>Mathematics (Specifically understanding the Four Rules of Number).</p> <p>To ensure ALN reform is fully embedded with nearly all ALN pupils making highly effective progress.</p>	<p>Pupils are consolidating their understanding of progression During 2024/25, developing pupils Higher Order Thinking skills being the focus. It has been identified that pupils need to continue to develop independence and their problem solving skills, to make their own decisions and justify their choices.</p> <p>With support group identification showing success through retesting the interventions involve other children on a rolling basis. Partial success evidenced.</p> <p>Use of PDG to subsidise.</p>

Externally provided programmes

Programme	Provider
Monster Phonics / Superhero Spellers	School
Language Link	School
White Rose Maths	School
Speech Link	School
Language Link	School
POPAT	School
WellComm	School
Black Sheep	School
Pegs to Paper	School
Urdd Outdoor Workshops	Urdd
Forest School Workshops	External provider
Community Focused Schools	Learning Community – Cwmtawe Cluster

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.

Our Community Focused School Officers are holding a variety of events and engagements to develop relationships with parents / carers and also the local community.

As a school we have links with the Food Bank, Lots of Tots Creche, TWMC, Café on the Track and Renew charity.

We have an established PTA in order to create family engagement and to utilise work of the PTA to support our families and learners.