



Tywyn 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	439 – January PLASC 2025
Proportion (%) of PDG eligible pupils	35.2%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah McHugh
PDG Lead	Sarah McHugh
Governor Lead	Mrs L. Eddolls

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£27,600.00 – EYPDG £154,100.00 – PDG £16,179.00 – Additional / Smoothing PDG
Total budget for this academic year	£197,879

Part A: Strategy Plan

Statement of Intent

Our vision for the future of our school is to pursue high standards through a broad, engaging and holistic curriculum with an emphasis on developing pupils' independence and creativity. We are fully committed to providing a safe and stimulating learning environment whereby **all** pupils progress and reach their full potential.

We will enable our pupils to learn through challenging and rich experiences, supporting them to become ambitious and creative learners. Pupils will develop highly effective essential skills such as literacy, numeracy, digital and higher order thinking skills; they will develop knowledge and understanding of key concepts and the personal attributes and dispositions to become life-long learners. Our aim is to ensure pupils become healthy, confident, resilient and socially adept with the ability to manage their own and others' feelings and emotions effectively. We are committed to

ensuring diversity across the school is valued and celebrated and to developing our pupils as ethical and informed citizens. It is our responsibility as adults to model effective learning and behaviours for our pupils in an inclusive, nurturing way so that they can develop the four purposes and contribute successfully to their community, society and the wider world.

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>Staff will deliver highly effective teaching of phonics to ensure pupils make effective progress in the development of their literacy skills. Systematic, synthetic phonics approach.</p>	<p>Summative data gathered on commencement of the school's phonics programme. The percentage of pupils making good progress and successfully completing the phonics programme to the relevant stage should be increased from their baseline.</p> <p>Pupils' confidence will improve. Pupil's will become more competent readers.</p>
<p>Effective teaching of writing through a consistent approach appropriate for the pupil's stage of learning will contribute to the development of effective writers.</p> <p>Staff will receive professional learning to allow them to deliver high quality teaching.</p>	<p>Pupils will become confident writers and develop coherent writing styles. There will be a consistent approach to the teaching of writing, which is process driven and allows pupils the opportunity to build their writing skills.</p>
<p>Pupils will improve their number skills through the development of conceptual understanding of a verbal, concrete, visual, digital and abstract approach</p>	<p>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 • make up examples (and non-examples) <p>identify efficient strategies for calculations independently apply concepts to new problems in unfamiliar situations and access and chose appropriate resources.</p>
<p>Pupils will speak freely in English and Welsh throughout their day.</p> <p>Pupils will be able to speak bilingually in different contexts throughout the school – assembly, classroom, playground, dinner hall.</p> <p>Many pupils will write sentence patterns independently</p>	<ul style="list-style-type: none"> • Pupils will show confidence when speaking • Pupils will speak confidently in public • Pupils will follow instructions in English and Welsh • LCS pupils will develop their communication skills in an appropriate manner for them, using tools which meet their needs.

Pupils will experience authentic learning opportunities, which will enable them to apply, use, consolidate and extend skills.	Experiences form part of the curriculum for the whole school, in line with the Curriculum for Wales. Pupils will enjoy authentic experiences which are planned to develop their integral skills and build on meeting the four core purposes.
The school will enhance and develop a whole school approach to wellbeing.	Targeted year groups will begin to develop as Mental Health Champions.
The school will continue to enhance the learning environment to enable learners and encourage independence.	Learning environments will allow pupils to access resources and use the environment as a learning tool, enabling pupils to become more independent.

Activity in this academic year

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

Full time salaries of Teaching Assistants:

EY PDG Allocation: £41,911.00

Level 2 and Level 3 Teaching Assistant in the Foundation Phase – support targeted FSM pupils in Nursery and Reception on individual targets, Language, Literacy and Communication

PDG Allocation: £ 140,281.00

Level 3 Teaching Assistants x 5 Foundation Phase to Key Stage 2 - support targeted FSM pupils in Year 2 classes on intervention programmes with a Language, Literacy and Communication focus (Spelling & Handwriting) and provide ELSA Support.

Supporting pupils in Year 5 / 6 on individual targets, improving handwriting, multi-sensory literacy and to develop maths skills.

Level 2 Teaching Assistants x 2 in LSC classes – Supporting pupils in LSC classes to improve and develop physical skills, literacy skills, speech and language and focus on integration.

PDG Additional / Smoothing - £ 24,360.00

Level 2 Teaching Assistant in KS2 – Supporting pupils in Year 3 / 4 on individual targets, improving handwriting, multi-sensory literacy and to develop math skills.

Transport for the Residential Trips to Morfa Bay and Llangranog for pupils eligible for free school meals - £2,800.00.

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

Budgeted cost:

Teaching and Learning - Early Excellence	£ 1,578.00
Teaching and Learning - One Goal	£ 2,495.00
School Improvement - Llanishan Fach Primary School, Cardiff	£ 190.00

Activity	Evidence that supports this approach
Staff Training	Early Excellence – To support practitioners in developing a purposeful enabling environment and enhance their skills as enabling adults.
Staff Training + Pupil Training	One Goal – partial payment contributes to the teachers accessing resources to train pupils in becoming Mental Health Champions, contributing towards the school target of developing a whole school approach to wellbeing. The cost includes materials used to train and support pupils in developing their understanding of the role.
Staff Training	School improvement training – linked to monitoring and teaching and learning. Enhancing understanding of developing effective teaching and learning to ensure pupils become independent learners and make good progress.

Activity	Evidence that supports this approach
Read Write Inc White Rose Maths	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics has a positive impact overall(+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. WRM - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year

	Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress
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Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*

Budgeted cost: £2,264

Activity	Evidence that supports this approach
Parental / Carers Engagement	Parents' meetings and individual consultations to share information on Read Write Inc, White Rose Maths, Oxford Reading Buddy etc and to provide parents and carers with progress reports Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
Parental / Carers Engagement	Attendance at organised Coffee Mornings - To provide opportunities for parents of our LSC pupils to meet and share experiences. Invite external agencies to speak to parents and provide strategies and support. Half termly coffee drop ins with the Headteacher.
Extra-Curricular Activities	Wide variety of activities on offer for pupils to access at lunchtimes and after school (transport provided for pupils)

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: £2,800.00.

Activity	Evidence that supports this approach
Residential week at Margam Park	Inclusive week of activities and residential stay for mainstream and LSC pupils
Experiences / trips	Providing a variety of opportunities and experiences for children which enhance learning in the outdoors.

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.

Pupils made progress from their starting points in RWI and made good improvements in their recognition and blending. Pupils have become more confident readers and writers. The systematic approach is positively impacting on the longer-term progress being made.

Staff training has allowed staff to become more confident and proficient in the delivery of RWI, impacting positively of pupil outcomes.

Reading opportunities at home increased and pupils have access to an array of text.

Parents who attended the relevant workshops have become more confident in supporting their children.

Pupils' ability to select appropriate resources in their mathematical learning has improved.

All pupils have been given fair access to live experiences which develop their integral skills.