

## Alltwen 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	192
Proportion (%) of PDG eligible pupils	11.5%
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Herbert
PDG Lead	Miss Rhian Hughes
Governor Lead	Mrs Laura Davies

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£46,000.00
<b>Total budget for this academic year</b>	£975,124

## Part A: Strategy Plan

### *Statement of Intent*

Our Vision for all children at Alltwen Primary School is:-

‘Kind hearts, healthy minds, happy lives a safe and friendly school, where everyone belongs to the Alltwen family’

Our aim at Alltwen Primary School is to ensure all our children and their families are safe and happy with an understanding that as a school community we are committed to building good relationships based on mutual respect and trust. In doing so we can work together to secure the very best of opportunities for everyone.

We will...

Enable all our children to raise their aspirations and ambitions to succeed in everything they choose.

Ignite interests and stimulate passions, developing our children’s confidence in themselves as enterprising, creative contributors, in expanding their horizons within and beyond the classroom.

Build partnerships within our community and beyond to develop ethically informed citizens who make the right choices and are ready to be citizens of Wales and the ever changing world.

Develop healthy, confident individuals who are active, resilient and empathetic and are ready to lead happy, fulfilling lives as valued members of society.

We aim to achieve this by ensuring that the school undertakes rigorous self-evaluation and monitoring procedures alongside the School Development Plan Targets set for the year.

### *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
<b>1.To use the CVA approach to strengthen pupils’ ability to apply mathematical learning in real-life contexts</b>	Many teachers will provide regular opportunities to relate mathematical concepts to real life contexts.  Many eFSM pupils will be able to relate mathematical concepts to real life contexts
<b>2.To improve the use of Welsh Oracy skills across the whole school community.</b>	Many teachers will embed Welsh across the school environment, it will be used incidentally by pupils, staff, and the wider community. Many teachers will actively raise the profile of Welsh, contributing to a vibrant bilingual culture.

	<p>Many teachers will confidently deliver Welsh language patterns aligned to their progression step, supported by targeted professional learning and strong partnerships with NPT Welsh TDO.</p> <p>Many eFSM pupils will be confident in using conversational Welsh daily, with improved oracy influencing their written work and overall language development.</p> <p>Many eFSM pupils will demonstrate competence in using language patterns appropriate to their developmental stage across speaking, listening, reading, and writing.</p>
<p><b>3.To increase provision of RVE and learner understanding of RVE within the Curriculum for Wales</b></p>	<p>Many teachers will plan for and provide regular opportunities for pupils to learn about RVE</p> <p>Many eFSM pupils will have regular opportunities to learn about RVE, evidenced in books, learning walks and Listening to Learners.</p>
<p><b>4.To enhance pupil engagement through high-quality environments, effective adult support, and purposeful learning experiences.</b></p>	<p>Many teachers will provide rich and meaningful learning experiences within enabling environments, both indoors and outdoors, that inspire curiosity, creativity, and independence.</p> <p>Many teachers will actively promote high levels of pupil engagement and involvement, recognising that meaningful learning happens both inside and outside the classroom</p> <p>Many eFSM pupils will demonstrate high levels of engagement and involvement, both inside and outside the classroom</p>

### **Activity in this academic year**

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

### **Professional Learning to continue to evolve learning and teaching**

Mathematics and Numeracy lead teacher and Year 6 teacher to receive training as part of Welsh Governments Curriculum for Wales grant support programme – ‘Primed for Success’

Mathematics and Numeracy lead teacher to disseminate ‘Primed for Success’ to all staff.

Mathematics and Numeracy lead teacher to visit ‘Dewstowe Primary School’ to observe good practise. Mathematics and Numeracy lead teacher to disseminate good practise to all staff in ADDs

Liaise with Neath Port Talbot Teacher Development Officer (TDO) to support staff training. Staff to share best practice and actively promote Cymraeg across the curriculum.

Personal support with the RVE lead teacher available for all teachers. ADDS training for all teachers (delivered by RVE lead/LA TDO) RVE meetings with LA TDO

Headteacher, Foundation Learning teachers and Year 3 teacher to attend Froebel Training over the course of a year. Opportunities for Year 1, Year 2 and Year 3 teacher to visit Dewstowe Primary in the Spring Term to explore how Froebel principles are embedded further in Foundation Learning.

Disseminate information from each Froebel workshop to all staff in ADDS. Enquiry approach – reading, homework tasks from Froebel workshops, listening to Froebel podcasts.

## Learning and Teaching –

**Budgeted cost: £23,500**

Activity	Evidence that supports this approach
<p>Teachers to implement the development of pupils' conceptual understanding through concrete, visual and abstract approaches.</p> <p>Teachers to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.</p> <p>Teachers to ensure they provide meaningful opportunities for pupils to transfer and apply their learning into real-life contexts.</p>	<p>An Education Endowment Foundation report Improving Mathematics in Key Stages 2 and 3 (2017) advises schools to:</p> <p>“Use tasks and contexts from the real world to help pupils see the relevance of mathematics.”</p> <p>It also highlights that:</p> <p>“Deep learning is promoted when pupils can represent and use mathematics in multiple ways, including through real-world applications.”</p> <p>Implication:</p> <p>EEF links problem-solving in real contexts directly with improved reasoning, retention.</p> <p>Research and national guidance highlight that pupils who can transfer their mathematical skills to real-life contexts make stronger progress. Applying maths in meaningful, real-world situations develops deep conceptual understanding and strengthens long-term retention (Bransford et al., 2000; EEF, 2017). When pupils engage in problem-solving linked to everyday experiences, motivation and confidence increase (Boaler, 1997), supporting higher outcomes in reasoning and application. Therefore, providing regular opportunities for pupils to use maths in authentic contexts contributes directly to improved understanding and sustained progress over time.</p>
<p>Design a clear, progressive plan for Welsh language patterns across all progression steps, ensuring consistency and coverage from Foundation Phase to Year 6.</p> <p>Teaching staff will prioritise the development of Welsh oracy skills, enabling pupils to use the language confidently and naturally in a range of contexts.</p> <p>Teaching staff will adopt a Cynefin approach to curriculum planning, ensuring that pupils</p>	<p>The Curriculum for Wales framework emphasises that:</p> <p>“Progression in language learning begins with oracy. It provides the foundation for reading and writing.”</p> <p>Implication:</p> <p>Developing oracy first enables pupils to understand the structure, vocabulary, and rhythm of Welsh, which in turn supports literacy skills. The framework views oracy as the gateway to language proficiency.</p> <p>Research and national guidance indicate that prioritising pupils' Welsh oracy leads to improved overall progress in the language. The Curriculum for Wales identifies oracy as the foundation for reading and writing, and Estyn (2019) reports that pupils make stronger progress where they have frequent, purposeful opportunities to speak Welsh in authentic contexts. Developing oracy builds vocabulary, grammatical understanding, and confidence, which transfer directly to literacy skills. Learners who are confident Welsh speakers are more</p>

<p>develop a strong sense of place, identity, and connection to their community. Teaching staff will embed Welsh into daily routines, interactions, and school life—not just in lessons but across the whole school experience. Teaching staff will raise the profile of Welsh through pupil-led initiatives, staff modelling, and community engagement</p>	<p>likely to use the language spontaneously and demonstrate higher attainment across all language strands.</p>
<p>Teaching staff will incorporate RVE purposeful opportunities where appropriate into their planning This will be apparent within teachers’ mid-term planning and weekly planning. The RVE leader will map the provision from the mid-term planning to identify whether the provision is critical, objective and pluralistic. That it is both religious and non-religious and considers ethics and values.</p>	<p>The Curriculum for Wales states that RVE enables learners to: “Develop their understanding of the human experience and the world around them,” “Engage with and respect different beliefs and values,” and “Develop a sense of identity and belonging.”</p> <p>Implication: Through exploring religion, ethics, and values, pupils learn to think critically, empathise with others, and reflect on their own beliefs — skills that underpin progress in communication, reasoning, and personal development.</p> <p>Research and national guidance indicate that high-quality teaching of Religion, Values and Ethics (RVE) supports pupils’ wider progress by developing their moral, spiritual, and cognitive understanding. The Curriculum for Wales highlights that RVE helps learners explore beliefs, values, and ethical issues, promoting empathy, respect, and critical thinking. Estyn (2018) notes that well-planned RVE strengthens pupils’ ability to understand different viewpoints and apply ethical reasoning, which enhances engagement and reflective learning across the curriculum. By nurturing thoughtful, respectful learners, strong RVE provision contributes directly to improved attitudes to learning, personal development, and sustained progress.</p>
<p>When planning activities teaching staff will ensure that pupils have rich and meaningful learning experiences within enabling environments, both indoors and outdoors, that inspire curiosity, creativity, and independence.  Teaching staff will use careful observations to follow a child’s interests</p>	<p>The Froebel Trust (2021) reports that Froebelian practice promotes children’s agency, motivation, and sustained thinking, all strongly linked to good progress. Implication: By engaging actively with materials and ideas, children internalise learning deeply and build transferable understanding — leading to measurable gains in literacy, numeracy, and problem-solving.</p> <p>The Froebel Trust and researchers such as Bruce (2015) and Tovey (2017) have found that Froebelian settings:</p> <ul style="list-style-type: none"> <li>• Foster independence and curiosity,</li> <li>• Encourage sustained shared thinking,</li> </ul>

<p>and plan future learning experiences.</p> <p>Teaching staff will use effective observations which enables all staff to analyse what they see and hear, and to respond in ways that will help children make progress following 'Notice-Analyse-Respond' model.</p>	<ul style="list-style-type: none"> <li>• Build language and communication through rich play and adult interaction, and</li> <li>• Develop positive attitudes to learning that underpin long-term achievement.</li> </ul> <p>“When children’s play and creativity are valued as central to learning, they make strong progress across developmental domains.” (Froebel Trust Research Briefing, 2021)</p> <p>Research and national guidance indicate that a Froebelian approach supports strong progress in young children’s learning and development. Grounded in play, exploration, creativity, and connection with nature, Froebelian principles promote deep understanding and positive attitudes to learning. The Froebel Trust (2021) and early years research (Bruce, 2015; Tovey, 2017) highlight that when children learn through purposeful, hands-on experiences, they develop stronger language, reasoning, and independence. These principles align closely with the Curriculum for Wales, which recognises that children make best progress when learning is active, experiential, and linked to their interests and experiences.</p>
--	--

### Community Schools –

Budgeted cost: £15,000

Activity	Evidence that supports this approach
<p><b>Parental engagement -</b></p> <p>Introduction of ClassDojo as a communication platform with parents/carers and teaching staff</p> <p>Appointment of a Family Engagement Officer for 15 hours per week</p> <p>Close links with the Education Welfare Officer</p> <p>CAMHS in reach sessions for parents/carers</p> <p>Nursery transition arrangements</p> <p>Cooking with your Child sessions</p>	<p>The Education Endowment Foundations Teaching &amp; Learning Toolkit entry for Parental Engagement reports that on average, approaches to parental engagement are associated with +4 months’ additional progress for children, compared to children without such support. In the early years, the EEF suggests that parental engagement can lead to up to +5 months’ additional progress for children who are in pre-school / early years settings.</p> <p>A review commissioned by the EEF (Universities of Plymouth &amp; Exeter) found that home-school partnerships make a significant difference to attainment regardless of a pupil’s age or socio-economic status.</p> <p>The EEF emphasises that the quality of parental involvement matters — it’s not simply any involvement, but effective involvement (e.g., tailored communications, practical home-learning support, sustained contact) that links to improved outcomes.</p>

<p>Science with your Child sessions</p> <p>Maths is Fun sessions with your child</p> <p>Cwtsh a Book reading sessions</p> <p>Parents with ALN children coffee mornings</p> <p>Parent/Carer and Toddler sessions</p> <p>Information sharing sessions- Read, Write Inc, CVA approach to Maths, Froebel Workshops</p> <p>Family Liaison Officers to attend LA training in order to engage in professional learning that will help in developing community focussed approaches within the school.</p>	
---	--

### Wider strategies

Budgeted cost: £7500

Activity	Evidence that supports this approach
<b>Wellbeing Interventions</b>	Evidence from the Education Endowment Foundation highlights that the development of pupils' social and emotional learning has 'moderate impact for very low cost based on very limited evidence' (an additional 4 months progress over the academic year).
<b>Residential</b>	Not Applicable
<b>Trips/Learning experiences</b>	Not Applicable
<b>Learning an instrument</b>	Not applicable

**Total budgeted cost: £46,000.00**

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.

### **Read Write Inc. Data**

In the academic year 2024-2025, pupils in Reception to Year 5 (who accessed the RWI Phonics programme) have moved up at least 1 group in RWI, with the majority of eFSM pupils moving up at least 2 groups. 6 eFSM children have successfully completed the RWI program and are now currently working on Language and Literacy in their classes. Many eFSM pupils have benefited from 1:1 tutoring sessions in RWI.

### **ALN Data**

Of the children who are in receipt of eFSM, only two are identified as having Additional Learning Needs. Both pupils have made small progress in some areas, and this has been identified through very careful monitoring of a wide range of interventions provided for both pupils. For example, one pupil was unable to attend to his Personalised Assessment, however demonstrated good progress in a shorter single-word reading test. The other pupil, too young to sit Personalised Assessments, did not demonstrate the expected progress in his reading development. However, he did make progress in speech production and in areas of his ability to listen and attend through "Bucket Time" intervention. Both pupils have either a School Maintained IDP or LA Maintained IDP. School and families are proactively involved in providing additional learning provision for both pupils and working with the Inclusion Service and external agencies to continue to advocate and provide effective support for both pupils.

### **National Test Data**

#### **Procedural Maths**

In year 6 the majority of eFSM pupils made progress and a majority achieved an average standardised score. A half of year 5 eFSM pupils made progress while half claimed an average standardised score. In year 4 nearly all of the children made progress, and nearly all achieved the average standardised score. A majority of year 3 eFSM pupils made progress while a majority scored an average standardised score.

#### **Reasoning Maths**

In year 6 many of the eFSM pupils made progress and many achieved an average standardised score. Nearly all of year 5 eFSM pupils made progress while half claimed an average standardised score. In year 4 nearly all children made progress, and nearly all achieved the average standardised score. Half of year 3 eFSM pupils made progress while half scored an average standardised score.

#### **Reading**

In Year 6, the majority of year 6 eFSM pupils made progress while one quarter claimed an average standardised score. In year 5 a majority of children made progress while a few achieved the average standardised score. The majority of year 4 eFSM pupils made progress and scored an average standardised score. In Year 3 many eFSM pupils made progress with a half achieving an average standardised score.

*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.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin Training
CVA Maths	White Rose Maths