



LLANHARAN PRIMARY SCHOOL PDG

Llanharan Primary School PDG Statement 2025/ 2026

Review of PDG Statement – September 2025

The Equity Grant is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (CLA).

This statement details our school's use of the Equity Grant for the 2024 to 2025 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
Number of learners in school	129 (excluding Nursery)
Proportion (%) of PDG eligible learners	38.75% (50 pupils)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr. M. Wakeley, CSC Cllr Geraint Hopkins, Chair of Governing Body.
PDG Lead	Mr H Griffiths
Governor Lead	Mr L Arthur

Funding Overview

Detail	Amount
Equity Grant Funding allocation for 2025/26 academic year	
Total budget for this academic year	£57,500.00

Strategy Plan

Statement of intent

At Llanharan Primary School, we are committed to ensuring that all pupils—particularly those eligible for Equity Grant funding, (formally PDG) make meaningful progress and experience an inclusive, supportive learning environment. Our strategy, developed in collaboration with and overseen by RCT School Improvement, is designed to remove barriers to learning and promote pupil wellbeing.

Our core aim is to empower eFSM (eligible for Free School Meals) pupils to overcome challenges that hinder their educational journey, including those related to mental health. We take a child-centred approach, identifying individual learning needs and tailoring support accordingly. This includes targeted staff training, bespoke interventions, and the provision of appropriate resources.

We recognise that every child is unique, and so are their circumstances. Our plan is grounded in the principle that effective support must be personalised—not only to the pupil but also to their family context. Llanharan Primary School is dedicated to meeting these diverse needs with compassion and precision.

Key components of our strategy include:

- High-quality professional development opportunities for staff
- Allocated time for staff to deliver targeted interventions to individuals and small groups
- Dedicated time for staff to engage with families, supporting basic skills and emotional wellbeing
- Bespoke resources tailored to meet specific pupil needs
- Additional support from Place2Be Mental Health Practitioners to support family engagement and positive mental health.

Intended outcomes

Llanharan Primary School is also committed to work with the Y Pant Cluster to further support eFSM pupils. Through school to school partnership, cluster INSET, cluster vertical and horizontal collaboration the school aims to:

Intended outcome	Success criteria
Reduce the gap between eFSM and nFSM pupils in reading.	Reduced gap in attainment outcomes
Reduce the gap between eFSM and nFSM pupils in writing with a focus on Year 3 pupils.	Reduced gap in attainment outcomes.
Ensure that there is no significant gap in PERMA wellbeing scores between eFSM and their nFSM peers	PERMA scores between eFSM and nFSM to be aligned.

MAT target	Reduced gap in attainment between eFSM and nFSM, evidenced through National data scrutiny.
Narrow the gap of 1.74% in attendance for eFSM and nFSM pupils.	Reduced variance of >1% in eFSM and nFSM attendance.
Support families in meeting their child's educational needs and emotional wellbeing needs.	Increased parent / guardian attendance in family engagement activities run throughout the financial year. Increased engagement with Place2Be Family Engagement MHP. WG 'Tackling the Impact of Poverty in Education' targets met.
Improve communication skills and early literacy skills in Nursery and Reception Class.	Successful engagement in RCT Early Years Language Project. Accreditation and staff attendance on training for: • ELKLAN • EYLP Makaton • Wellcomm • Intensive Interaction • PECs No pupils recorded as 'red' on Speech and Language Link at the end of the academic year. <i>(With the exception of pupils with an IDP for Speech and Language development.)</i>

Activity in this academic year

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

Llanharan Primary School has been allocated **£57,500.00** in Equity funding for the 2025–2026 academic year. This funding will be strategically invested to support pupils eligible for the Pupil Development Grant (PDG), with a particular focus on improving literacy outcomes and enhancing emotional wellbeing.

Staffing Investment – £48,425.00

A significant portion of the funding (**£48,425.00**) will be directed towards staffing to deliver targeted interventions and support. This includes:

- **Early Intervention Programmes:** Implementation of ELKLAN and Speech & Language Link to support the development of communication and language skills in early years and across key stages.

- **Wellbeing Leadership:** Release time for the school's Wellbeing Lead, Mr Lee Arthur, to facilitate structured family engagement sessions and offer regular 'drop-in' opportunities for parents and carers.
- **Targeted Pupil Support:** Provision of small group and one-to-one interventions for eFSM pupils to address specific learning and wellbeing needs.
- **Family Engagement:** Delivery of workshops and programmes aimed at supporting families in receipt of Free School Meals, with a focus on basic skills development and emotional literacy.

Resource Allocation – £9,075.00

The remaining **£9,075.00** will be used to resource the above interventions. This includes the purchase of bespoke materials, programme subscriptions, and tools required to ensure effective delivery and sustainability of support

PDG outcomes

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

Activity	Impact
Reduce the gap between eFSM and nFSM pupils in reading.	Year 6 The average reading age for non-FSM (nFSM) pupils currently stands at 11 years, while the average for FSM pupils is 10 years and 8 months. This reflects a 3-month increase in the average reading age for FSM pupils compared to previous data. It is important to note that one pupil, with an initial reading age of 9 years and 7 months, joined the school midway through the academic year. During this period, the pupil made one year's progress in reading age. If this pupil were excluded from the dataset, the gap between FSM and nFSM pupils would reduce to 1 month, aligning with the trend observed in the previous academic year. The Comprehension age of nFSM pupils was 12 years 3 Months and the comprehension age of FSM pupils was 11 years 7 Months. There was a six month difference between nFSM and FSM pupils. As with the data presented above, this is largely due to one pupil who joined midway through the school year. Year 6 National Testing The average raw score for nFSM pupils stood at 102.5 and FSM stood at 92.80.

	The highest score for nFSM pupils stood at 127 and for FSM pupils it stood at 119. The lowest score for nFSM pupils stood at 82 and for FSM pupils it stood at 69.
Reduce the gap between eFSM and nFSM pupils in writing in Year 6.	Monitoring has demonstrated that standards have risen for all pupils. Access to the school's universal provision has improved outcomes for LA PDG pupils. However, MA PDG pupils need to be extended to achieve higher outcomes.
Reduce the number of fixed term exclusions for eFSM pupils.	One Fixed term exclusion reported. A decrease of 3 from the previous year
Narrow the gap of 2.28% in attendance for eFSM and nFSM pupils.	The gap has now reduced to 1.74%. However, attendance in both eFSM and nFSM is below the school target attendance.
Improve communication skills and early literacy skills in Nursery and Reception Class.	WELCOMM Data: (Nursery -Pre Nursery) • Average progress across all students: 21.2 months • Most common progress levels: • 24 months: 7 students • 18 months: 6 students • 36 months: 1 student • 6 months: 1 student Non-FSM students made 4.8 months more progress on average compared to eFSM pupils. Whilst this suggests that there is a clear disparity between eFSM and nFSM it is worth noting that one pupil started school during Spring term; with enhanced transition due to complex needs whilst another pupil started during the summer term. This is likely to have a significant impact upon the data and significantly increase the eFSM and nFSM gap. If only Nursery data was to be scrutinised the gap would reduce to 3 Months. Which can be largely attributed to one nFSM pupil making 36 months progress.
Support families in meeting their child's educational needs	To support a smooth transition into nursery, the transition period has been extended to two days. Additional transition provision has been implemented for pupils with identified

and emotional wellbeing needs.	additional needs, ensuring tailored support during this critical phase. As part of the transitional support, parents have been actively engaged and provided with guidance to help prepare their children for school entry. Additionally a series of parental engagement sessions have been delivered, focusing on key areas of early development: Mathematical Development (Numicon): Two sessions were held to introduce parents to Numicon and its role in supporting mathematical understanding. To further encourage home learning, 20 Numicon kits were distributed to participating families. Lego Therapy: Two sessions were conducted within the school setting to equip parents with strategies to support their child's language development and emotional regulation. Upon completion of the course, 15 Lego Therapy kits were provided to families. Phonics: One session was delivered to enhance parental understanding of phonics and to offer practical advice on how to effectively support early reading at home. These initiatives aim to strengthen the partnership between school and home, fostering a supportive learning environment for all pupils. Four parent partnership sessions were held by Jemma, Place2Be Family Engagement Officer . The Place2Be Mental Health Practitioner also met with 3 parents. 2 parents were supported by Place2Be via a risk assessment for their child's self-harm. 44 children were seen by Place2Be and 86 sessions to support children's mental health were held. 17 pupils discussed family relationships as an issue of concern and were supported. WG 'Tackling the Impact of Poverty in Education' targets met.
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Further information

Year 6 – PDG progress

NT Procedural

The average raw score for nFSM pupils stood at 104.3 while the average raw score for FSM pupils stood at 98.5. There is a nFSM / FSM difference of 5.8. The previous year the difference stood at 10.7.

The highest nFSM raw score was 131 and the highest FSM raw score was 122.

The lowest nFSM raw score was 79 and the lowest FSM raw score was 69.

Whilst it is clear that there still is a gap in attainment, this has been partly been exaggerated by a pupil enrolling late in the academic year. If mentioned pupil data is removed FSM raw data would stand at 100.8, suggesting that support during the academic year had been more successful than appears in lowering the attainment gap.

- *The universal provision is effective in supporting and lowering the gap for our less able pupils. However, the school needs to further support the more able FSM pupils.*

NT Reasoning

The average raw score for nFSM pupils stood at 102.6 and the average raw score for FSM pupils stood at 98.8. There is a nFSM / FSM difference of 3.8, previous year the gap stood at 14.1.

The highest nFSM raw score was 127 and the highest FSM raw score was 119

The lowest nFSM raw score was 88 and the lowest raw FSM score was 69.

Year 5

8 pupils are registered as FSM out of a total of 17. (47%) This includes one pupil with significant ALN and one pupil with EAL from the Ukraine.

Average standardised WNT Reading score for eFSM is 98.1 and nFSM is 114.3 (*An eFSM difference of -15.2*)

Average standardised score for the WN Procedural Test is eFSM 98.1 and nFSM 99. (*An eFSM difference of +1.9.*)

Average standardised score for the reasoning test is eFSM is 92.7 and nFSM 90.7.

Year 4

4 pupils out of a cohort of 14 (29%) are registered as FSM. FSM pupils perform higher than nFSM pupils in reading, and all national testing data

eFSM pupils have an average standardised score of 10 points higher than nFSM pupils in WNT Reading.

eFSM pupils have an average standardised score of 3.5 points higher than nFSM pupils in WNT Procedural.

This trend continues as nFSM pupils outperform eFSM pupils by an average of 6 points in WNT Reasoning. (previous year 3)

Year 3

6 out of 15 pupils are registered as FSM pupils. (40%)

There is a difference of, -3 this is a marked improvement on last year, where the gap stood at -25 points in the average standardised WNT Reading for eFSM and nFSM pupils.

Numerically, the gap in performance between eFSM and nFSM pupils has narrowed as there is an average difference of -5 points for eFSM and nFSM pupils in the WNT Procedural (previous year -16) standardised score. There is a gap of an average -2.8 (Previous year -7) standardised score points in the WNT Reasoning paper.

Year 2

8 out of a total of 24 pupils are registered a FSM. (33%)

WNT Literacy indicate that on average eFSM pupils have a standardised reading score of -10.1 compared to nFSM pupils.

WNT Standardised Procedural Test scores show that on average eFSM pupils are performing 3 points below their nFSM peers, this is a significant improvement on the previous academic year where eFSM pupils were 13 points below their nFSM peers. This is also the same for the Standardised Procedural Tests. In the Standardised WNT Reasoning eFSM pupils are performing 3 points below nFSM pupils.

Next Steps:

- To ensure that the attendance gap continues to decrease and does so due to an improvement in eFSM attendance rather than a decline in eFSM attendance
- To continue to develop language and communication skills in Nursery and reception, as pupils are regularly entering school with underdeveloped skills in this area. This will likely be a long term, continuous project.
- To ensure that there is no significant difference between wellbeing measures between eFSM and nFSM, use PERMA app to track and ELSA/Thrive to intervene where required.
- To ensure that the promising trend of narrowing the gap between eFSM and nFSM is continued as evidenced in year 6 data at the end of the 2025/26 academic year.
- To ensure that eFSM MAT pupils are extended in their learning to narrow the attainment gap between eFSM and nFSM pupils.