School: Llanharan Primary School
Date of publication: September 2026

Pupil Development Grant Plan
Part A – Plan for 2026/7
Part B – Evaluation of Plan 2025/6

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools need to complete and publish a statement on their PDG strategy. This can be seen below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	Llanharan Primary School
Number of pupils in school	153
Proportion (%) of PDG eligible pupils	35.95%
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Mr J. Phillips, CSC Cllr G. Hopkins, CoG
PDG Lead	Mr Lee Arthur
Governor Lead	Mr R. Harding

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 59,045.56
Total budget for this academic year	£ 59,045.56

Part A: Strategy Plan 2026/27

Statement of Intent

At Llanharan Primary School, our Pupil Development Grant (PDG) strategy is agreed with and monitored by Central South Consortium and the school's Governing Body. This strategy is designed to promote pupil progress, improve wellbeing and remove barriers to learning for pupils eligible for PDG funding.

Our overarching aim is to ensure that all pupils eligible for free school meals (eFSM) are supported to achieve their full potential, both academically and emotionally. We recognise that some pupils may face additional challenges, including those relating to mental health and wellbeing, and we are committed to providing the targeted support needed to help them succeed.

At the heart of our approach is the belief that every child is unique. We carefully consider the needs of each individual pupil and provide tailored support through staff training, targeted interventions, specialist resources and personalised provision. We also recognise the important role families play in supporting children's learning and wellbeing, and we aim to work closely with parents and carers to address barriers that may impact on a child's success.

As part of our ongoing commitment to improving outcomes for disadvantaged learners, we are continuing to develop staff understanding of equity and the importance of providing support that is responsive to individual need. We are also focused on strengthening consistency in teaching and learning across the school to ensure all pupils receive high-quality classroom experiences. Through our Monitoring, Evaluation and Review (MER) cycle, we systematically track the progress, engagement and wellbeing of eFSM pupils, enabling leaders and staff to identify strengths, address barriers promptly and evaluate the impact of our provision.

Our PDG strategy includes:

- High-quality professional learning and development opportunities for staff to strengthen understanding of equity and effective teaching practices;
- A continued focus on ensuring consistency in teaching and learning across all classes and year groups;
- Robust monitoring, evaluation and review processes that identify, track and evaluate the progress and wellbeing of eFSM pupils;
- Funded staff time to deliver targeted interventions for individual pupils and groups of learners;
- Funded staff time to work directly with families to support the development of basic skills, attendance, engagement and emotional wellbeing;

- Bespoke resources and additional support tailored to meet the specific needs of individual pupils.

Through this strategic and personalised approach, Llanharan Primary School strives to ensure that all pupils, regardless of their circumstances, have equitable opportunities to thrive, make progress and achieve positive outcomes.

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
Ensure all FSM pupils make the expected levels of progress.	100% of FSM pupils meet or exceed their individual expected progress targets in literacy and numeracy. Progress of FSM learners is reviewed at least termly, with interventions adapted where required. Targeted support programmes demonstrate a positive impact on pupil outcomes through tracking data. Teachers consistently use pupil progress data to identify barriers and plan appropriate support. The attainment gap between FSM and non-FSM pupils narrows across all year groups.
Reduce the 6.44% gap between eFSM and nFSM pupils attendance.	The attendance gap between eFSM and nFSM pupils reduces from 6.44% to below 4% by the end of the academic year. Overall attendance of eFSM pupils improves by at least 2 percentage points. All eFSM pupils with attendance below 90% have personalised attendance support plans in place.
FSM exclusions to reduce in numbers.	The proportion of FSM pupils receiving repeated exclusions decreases. All FSM pupils at risk of exclusion have targeted behaviour and wellbeing support plans.

	Pupil voice surveys demonstrate improved feelings of safety, belonging and support. Staff consistently implement restorative approaches and trauma-informed practices to support pupils' behavioural needs.
Strengthen family engagement and develop positive, collaborative relationships with all families to support pupil wellbeing, attendance, progress and achievement.	Parent/carer engagement in meetings, workshops and school events increases compared to the previous academic year. Parent surveys show improved satisfaction with communication, support and opportunities for involvement. Increased numbers of families engage with school-led support programmes and activities.
Improve pupil wellbeing by developing positive emotions, engagement and relationships, resulting in improved outcomes across all areas of PERMA wellbeing data.	Whole-school PERMA survey data shows an increase in pupil wellbeing scores across all five PERMA domains (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment). At least 90% of pupils report that they feel happy, safe and supported at school. The percentage of pupils reporting positive relationships with peers and staff increases from baseline data. Pupils demonstrate increased confidence in discussing their wellbeing and identifying strategies to support their mental health. Attendance rates improve and persistent absenteeism reduces, reflecting increased engagement with school. Targeted wellbeing interventions result in measurable improvements for identified vulnerable pupils.

Activity in this academic year 2025 to 2026

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

A majority of PDG funding will be spent on staffing this year to support the development of PDG pupils' reading skills and to improve pupils' emotional literacy and wellbeing.

£14,388 will be spent on staff support in the Foundation Stage of education.

Of the £59,045.56 PDG funding £39,282.00 will be allocated to staffing. This will ensure that individual and group targeted intervention will be planned, monitored and evaluated for effectiveness and impact.

This will include:

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

•*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.*

The remaining £5,375.56 will be allocated to purchase resources, digital and physical, to support PDG pupils.

Learning and Teaching

Budgeted cost: £14,388.00 + £39,282.00

Activity	Evidence that supports this approach
Individual support through targeted intervention.	EEF research states that on average, individualised instruction approaches have an impact of 4 months' additional progress.
Targeted group support.	EEF research indicates that small group tuition has an average impact of four months' additional progress over the course of a year.

	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support
Phonic support	EEF research indicates that phonic support and intervention has a positive impact on average (+5 months).
TA targeted support	EEF research demonstrates that TA led pupil support can make +4 months on pupils progress.

Community Schools

Budgeted cost: £2,000.00

Activity	Evidence that supports this approach
Reading café Reading Support	EEF states that parental engagement has a positive impact on average of 4 months' additional progress. Most evidence relates to the effect of home-reading interventions on literacy outcomes. There is some promising evidence of similar impact for maths outcomes, but the evidence base is smaller.
NNS – Help Your Child Love Maths! (2 year programme)	NNS data states that parental engagement in the NNS project can

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £3,375.00

Activity	Evidence that supports this approach
ELSA Place2Be PERMA Thrive	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. The studies in the EEF Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of emotional wellbeing interventions. EEF research demonstrates that being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores

Total budgeted cost: £59,045.56

Part B: Review of outcomes in the previous academic year 2025/26

PDG evaluation of outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Actions	Impact / Evaluation
Reduce the gap between eFSM and nFSM pupils in reading.	There remains a disparity between eFSM and non-eFSM pupils in National Reading Test outcomes. The attainment gap is most pronounced in Year 2 and Year 3, where pupils eligible for eFSM score, on average, 18.3 points lower than their non-eFSM peers. Analysis indicates that this gap narrows as pupils progress through the school, with some year groups demonstrating only a relatively small difference in attainment (6.1 points). Furthermore, in every class there are examples of pupils eligible for eFSM significantly outperforming their non-eFSM peers, most notably in Year 6. Consideration should also be given to the impact of pupils who joined the school during the academic year. When these pupils are excluded from the analysis, overall outcomes demonstrate a notable improvement. For example, the average Year 3 national reading test score for pupils eligible for eFSM increases by 7.8 points.
Ensure that there is no significant gap in PERMA wellbeing scores between eFSM and their nFSM peers	Analysis indicates that there is no significant long-term disparity in wellbeing outcomes between eFSM and non-eFSM pupils. While initial PERMA assessments showed wellbeing scores for eFSM pupils to be approximately 18% lower on average, end-of-year data demonstrates no significant difference between the two groups.
MAT target -Ensure there is no discrepancy between MAT pupils with eFSM compared to non-eFSM	Analysis of national test and reading age data indicates no significant difference in attainment between MAT pupils eligible for eFSM and those who are not. Notably, the highest-achieving pupils in Years 2, 3 and 5 are currently eligible for eFSM, demonstrating that socio-economic disadvantage is not acting as a barrier to high achievement within this cohort.
Narrow the gap of 1.74% in attendance for eFSM and nFSM pupils.	The attendance gap between eFSM and nFSM pupils has increased and currently stands at 7.6%. The most significant disparity was observed in Year 1, where attendance for eFSM pupils was 77.3%. This figure was heavily influenced by one pupil identified as a persistent non-attender, who has subsequently transferred to another school.

	Additionally, a number of eFSM pupils who moved into the area during the academic year experienced significant attendance difficulties, largely due to transportation challenges faced by their families. Four of these pupils have since left the school. These contextual factors should be considered when evaluating the attendance data.
Support families in meeting their child's educational needs and emotional wellbeing needs.	Parental engagement in emotional wellbeing support has increased significantly. Attendance at emotional wellbeing parent sessions rose from two parents at the start of the programme to nine parents, with participation sustained across all three sessions delivered. A total of 23 one-to-one emotional wellbeing support sessions were attended by parents through the ShiNE and Place2Be provisions. Participation in school activities designed to reduce the cost of the school day also increased substantially. For example, involvement in the Easter Parade activities (decorate an egg/bonnet) increased from four families in 2025 to fifteen families in 2026. The newly established baby group has demonstrated positive engagement during its first year of operation, although comparative data is not yet available. Attendance at the ICT Safety Workshop also increased, from no parental attendance in 2025 to three parents attending in 2026. The school's proactive approach in seeking grants to fully / partially fund educational visits has increased the number of educational and enrichment activities that the school can offer pupils. 6 fully funded enrichment activities were offered to all pupils during the academic year.
Improve communication skills and early literacy skills in Nursery and Reception Class.	WELLCOMM assessment data indicates that pupils in Nursery are making progress in line with age-related expectations and comparable peer groups. On average, pupils made approximately 12 months of progress over the assessment period. Two pupils eligible for eFSM did not make progress at the same rate as their peers; however, both pupils have significant additional learning needs which have had a direct impact on their rate of progression. Overall, the data demonstrates that targeted provision is supporting the development of communication and early literacy skills effectively.

	Currently there is one pupil with a red score on language link assessment. Pupil also has significant ALN.

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**
Place2Be Counselling & Parental support	Place2Be
Thrive Emotional Wellbeing	Thrive