



Pupil Development Grant School 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

| Detail | Data |
|---------------------------------------|---------------------------------|
| School name | Glan Llyn Primary School |
| Number of pupils in school | 481 |
| Proportion (%) of PDG eligible pupils | 93 pupils (18.7%) |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Governing Body & N Dargie (SIP) |
| PDG Lead | S King |
| Governor Lead | A Jianikos |

Funding Overview

| Detail | Amount |
|--|----------------|
| PDG funding allocation this academic year | £71,300 |
| EYPDG | £13,800 |
| Total budget for this academic year | £85,100 |

Strategy Plan

School Vision

"Our vision is to establish a nurturing and respectful learning community which has a strong, inclusive ethos, and where a culture of positivity, enthusiasm and aspiration prevails for all and where excellence is standard."

The school constantly strives to be highly inclusive to all, developing excellent relationships across the community and working relentlessly to deliver high quality teaching and learning to ensure high levels of wellbeing and continual pupil progress

The Pupil Development Grant (PDG) is a key element of our policy for tackling the impact of poverty on educational attainment to ensure high standards and aspirations for all.

Intended Outcomes

| Intended Outcomes | Success Criteria |
|---|--|
| <p>Community Focussed Schools - The school will continue to develop positive relationships with families and the community that have a positive impact on attendance, wellbeing and learning.</p> <p>Teaching and Learning and Leadership - Leaders will continue to develop a culture of high-quality teaching and learning, with high expectations and aspirations for all.</p> | <p>There is an established a cycle of evaluation and improvement that reviews how well the school is working with parents and carers.</p> <p>There are increased opportunities for parents/carers to engage in their children's learning.</p> <p>Most vulnerable children settle well into Nursery and Reception and make good progress in relation to early communication, language and social skills.</p> <p>Most pupils demonstrate increasing effectiveness as self-regulated learners.</p> <p>There is an improvement in FSM attendance rates (2024/25 - 88.9%. Target 92.5%)</p> <p>The school further develops strong partnerships with families, the community and a range of agencies and services to help children from low-income households meet their potential and achieve their aspirations.</p> <p>All vulnerable pupils in Y1 - Y3 have the opportunity to participate in a music programme.</p> <p>The additional staff in Nursery enables vulnerable children to settle well and make good progress in relation to early communication, language and social skills.</p> |

Activity 2025/26

| Learning and Teaching Budgeted cost: £ 51,800 | |
|--|---|
| Activity | Evidence that supports this approach |
| <p>Release time for Deputy Headteacher to lead on:</p> <ul style="list-style-type: none"> • the further development of high-quality teaching and learning strategies specifically, metacognition and self-regulated learning. • The further development of high-quality play in the early years through professional learning and triad approaches with staff. | <p>Education Endowment Foundation (Impact):</p> <ul style="list-style-type: none"> • Metacognition and self-regulation (+7 months) • Social and emotional learning (+4 months) • Collaborative learning approaches (+5 months) • Arts participation (+3 months) • Teaching assistant interventions (+ 4 months) • EY Communication and language approaches (+7 months) • EY Play-based learning (+ 4 months) |
| <p>Strings Project for Y1-3 pupils to participate in arts and improve concentration and behaviour in vulnerable pupils in Lower Primary</p> | |
| <p>Additional part-time staffing in Nursery to support the early communication and social skills of children.</p> | |

Community Focussed Schools Budgeted cost: £ 33,300

| Activity | Evidence that supports this approach |
|--|---|
| <p>Release time for Deputy Headteacher to lead on:</p> <ul style="list-style-type: none"> The implementation of regular evaluation activities and improvement planning related to how well the school is working with parents and carers increasing opportunities for families to engage in their children's learning through establishing additional sessions for parents and carers to work with children in school. Improving the monitoring of attendance data with a sharper focus on the improvement of FSM attendance. | <p>Estyn guidance:</p> <ul style="list-style-type: none"> "Community schools: families and communities at the heart of school life" <p>Welsh Government guidance:</p> <ul style="list-style-type: none"> "Community focussed schools" <p>Education Endowment Foundation (Impact):</p> <ul style="list-style-type: none"> Parental engagement (+4 months) EY Parental engagement (+5 months) |
| <p>The Family Engagement Officer Role is further strengthened and there is ongoing positive engagement with families, with a particular focus on improving attendance for vulnerable pupils.</p> | |

Review of Outcomes in 2024/25

| Grant 2023/24 | Amount |
|---|---------|
| Pupil Development Grant (PDG) | £52,900 |
| Early Years Pupil Development Grant (EYPDG) | £13,800 |

Activity & Impact

Review of PDG Outcomes 24/25:

The additional member of staff in Nursery has enabled vulnerable children to have dedicated early communication support through the implementation of COMIT strategies and Attention Autism bucket sessions. This has significantly supported most vulnerable pupils to settle well and develop their language.

The Strings Project continued to have a positive impact on younger pupils, allowing them to learn a musical instrument and enabled all younger pupils to develop the skills of sustained concentration and positive behaviour.

The establishment of a Community Schools Lead and Family Engagement Officer (FEO) has increased the school's capacity to further develop community focussed initiatives that have further strengthened the school's practice when engaging with families and the wider community.

The FEO coordinated family learning programmes in the Summer and Autumn Term focussing on early maths (Multiply project) These courses were well received by all parents.

The Intervention Lead continued to have a positive impact on the wellbeing of identified vulnerable children for most of the financial year, but evaluation of the impact of the Thrive and ELSA interventions in March 2025 indicated that this progress has now slowed and alternative interventions may be more beneficial. The Intervention Lead has supported other staff working with vulnerable pupils through immersive "on the ground" professional learning which has started to impact positively on wellbeing and behaviour of vulnerable pupils.

The Forces Fitness project continued to be well received by most children and contributed to the development of increased resilience of vulnerable children. However, the larger cohorts this year have meant that the overall impact of this project on vulnerable individuals has been less prominent than in previous years.