



Gellifaelog Primary School

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 financial 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	Gellifaelog Primary School
Number of pupils in school	227
Proportion (%) of PDG eligible pupils	38.82%
Date this statement was published	Summer Term 2025
Date on which it will be reviewed	10 th April 2026
Statement authorised by	James Voros
PDG Lead	James Voros / Lauren Waythe
Governor Lead	Dr J. Warner

Funding Overview

Detail	Amount
PDG funding allocation this academic-financial year	£136,850.00
Total budget for this year	£136,850.00

Part A: Strategy Plan

Statement of Intent

The ultimate aim of Gellifaelog Primary School is to ensure that **all** learners have an equitable entitlement to our curriculum and its knowledge, skills and experiences.

For our learners it is vital that they:

- Leave our school as valued and valuable members of Penydarren, Merthyr and the wider world.

- Be emotionally intelligent young people, who look after the wellbeing of themselves and others, but understand this means embracing challenge with determination and grit, not giving up at the first hurdle
- Leave school a reader – developing a love of reading for life
- Able to speak clearly, confidently and to listen to the views of others respectfully
- Be able to write for a range of purposes
- Leave with a solid understanding of mathematical concepts
- Understand how to behave, contributing to wider society and understanding the consequences of their own behaviour and actions.

This strategy supports learners who are entitled to Free School Meals specifically to achieve these objectives by:

- Ensuring that pupils who require support in accessing reading, writing, oracy and mathematics are targeted with clear support.
- Ensures that pupils that require support to develop their wellbeing, emotions and emotional intelligence are given opportunities effectively.
- Tracking progress of children in interventions to be clear of their impact is done so robustly by those leading and school leaders, using a wide range of evidence bases.

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
That many targeted learners have more positive feelings towards themselves, others and school, enabling them to better access their learning.	• Boxall Baseline Scores indicate improvements in agreed areas. • That pupil wellbeing surveys indicate improvements in feelings about self and school, compared to starting points.
That many target learners improve their attendance at school over the period of the plan.	• Targeted children make 5% improvement in attendance overall based on SIMS data / Attendance group review data.
That Early Years Pupils that are targeted make strong progress in developing their speaking, listening and communication skills.	• WELLCOMM data indicated targeted children make 1 and ½ year's progress across a year.

That many targeted learners make better than expected progress in developing their phonological knowledge.	Targeted learners make at least strong progress, in their phonics, based on recording by teachers in pupil progress.
That many targeted learners show strong progress in developing their memory and recall of mathematical facts. That learners show improved application of skills and concepts to areas of development from initial assessments.	- Targeted learners make good progress in learning key maths facts and recall compared to their peers. - Targeted learners show greater competency in specific mathematical areas in national assessments
That the majority of e-FSM learners are able to access club provision opportunities.	Targeted learners (Those who have not attended any club provision – attend at least one club on the proportional representation register.
That staff have a greater understanding of the background of learners who are supported by the plan, their emotional and learning needs, and further develop effective teaching to support these learners to make good progress from starting points.	- Evidence of staff training notes and minutes show all staff have engaged in training. - Evidence from lesson observations show e-FSM pupils making good progress at minimum. - Evidence from pupil progress reviews shows e-FSM making good progress from starting points.

Activity in this academic year

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

Learning and Teaching

Budgeted cost: - Staff to support the behavioural and emotional needs of pupils, and literacy and numeracy needs of pupils - £136,850. 4 x LSA Level 3, 1 x Family Support Worker (HLTA)

Activity	Evidence that supports this approach
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<i>Phonics catch-up sessions and targeted intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 and 7 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
<i>WELLCOM tracking and intervention for targeted learners – 3 times weekly, plus whole-class tasks</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches
<i>Maths Fact Rehearsal Time – 3 times weekly</i>	https://educationendowmentfoundation.org.uk/news/integrating-evidence-into-mathematics-teaching-developing-a-rich-network-of-mathematical-knowledge
<i>Specific, quick, catch-up activity with learners to support maths learning – supporting misconceptions from WRM activity. – When required.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning
<i>Staff training in effective phonics tracking, diagnostics, and teaching. (Provided from main school budget)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
<i>Focus on pedagogical approaches as part of staff development</i> <i>(Provided from main school budget)</i>	Walkthrus – Developing training and consistent delivery of pedagogy that is known to impact on pupil progress significantly – effective questioning, assessment for learning and metacognition of pupils, effective feedback, developing culture of attempting work and growth mindset. Training with CSC – focusing on higher order reading skills and group reading strategies. – Literacy lead training, staff skill development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://www.ijams-bbp.net/wp-content/uploads/2025/04/GLAYDELENE-G.-DURANTE.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

Community Schools

Budgeted cost: CFS Team provision

Activity	Evidence that supports this approach
Food and Fun Provision organised at the school.	
Fit and fed provision organised by CFS team.	

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

Budgeted cost: Level 3 / HLTA support for Nurture, Family Support Worker (Within costs in Area 1 above)

Activity	Evidence that supports this approach
Monitoring and Self Evaluation Activity (Leadership) – To ensure that monitoring and evaluation activity considers the needs of all learners, including those who are e-FSM. - Pupil Progress Meetings that include information about pupils who are e-FSM and considering the progress they make, compared to non-EFSM pupils. - Book looks and learning walks that consider the progress of pupils from a range of backgrounds. - Considering the progress overall of pupils from an e-FSM background as part of annual, overall self evaluation and review.	Estyn Inspection Framework.
<i>Additional After School Club/ During break provision for pupils to access a range of low / non-cost activities to broaden</i>	EEF Guide to using Pupil Premium – indicates need for wider-school approaches beyond specific and targeted class intervention. Wellbeing data indicates that there are e-FSM learners who would benefit from building of self-esteem, positive feelings for school and opportunity.

<i>learning beyond the main school day.</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf
<i>Nurture-Style Provision – Based on needs of pupils – Mixed groupings to suit needs, through the day.</i> <i>(Health and Wellbeing, ALN and meeting needs of all learners, Curriculum)</i>	Based on the needs of learners highlighted from ALNCo, boxall profiles, school wellbeing and behaviour data, work with external agencies (SWT) and observations in classrooms. https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools
<i>Wellbeing Time dedicated as part of the school's curriculum offer – to start the day.</i> <i>Development of storybook assemblies for diversity and wellbeing messages on Mondays.</i> <i>Availability of emotionally available adults to support learners at the start of the school day. (FSW, LSA Staffing)</i>	Around 5% of the school's population had been struggling with the start of the school day – with lateness, being unsettled upon entry to school, and other dysregulation, becoming a growing need. As a result, the school have looked at method of ensuring that pupils are supported by the nurturing schools principles – feeling safe and welcomed, supporting transition into school and into learning, and allowing children to express feelings with time, rather than starting the day with unmet needs.
<i>To focus on the attendance of targeted learners through:</i> - <i>Regular, monthly meetings between Family Support Worker (FSW) and Deputy Headteacher</i> - <i>Meetings with families to discuss attendance and plan actions to support in improving attendance – Including intervention listed above.</i> - <i>Developing whole-school rewards encouraging regular attendance and the educational benefits</i> - <i>Communication with parents about the importance of regular attendance.</i>	https://dera.ioe.ac.uk/2945/3/110308section3en.pdf - Strategies for schools to improve attendance and manage lateness.

Total budgeted cost: £ 136,850

Part B: Review of outcomes in the previous academic year – 2024 to 2025

PDG outcomes

Emotional Well-being and Readiness to Learn

- Pupils in the school's nurture provision, including the large number who are e-FSM, have made significant progress in their emotional regulation and self-expression. They are now better equipped to manage their emotions, label feelings, and regulate their behaviour appropriately. This has contributed to a noticeable reduction in incidents of damage, disruption, and physical conflict. As a result, many targeted learners have developed more positive feelings towards themselves, their peers, and the school environment, which enhances their ability to engage in learning.

Attendance and Engagement

- The school has taken a proactive approach to improving attendance through the work of the family support worker, who has been instrumental in engaging families and providing necessary support. This has helped to remove barriers to attendance and improve school engagement for targeted pupils. Additionally, the nurture provision has provided effective support for pupils who previously faced exclusions or reduced timetables. As a result, these learners are now attending school more regularly and participating in full school days. These improvements demonstrate the effectiveness of the school's targeted interventions in ensuring that vulnerable learners have access to consistent education.

Early Years Language Development

- Targeted Early Years pupils have benefited from well-structured support within effective learning environments. The combination of high-quality staff interactions and meaningful experiences has enabled these learners to make strong progress in their speaking, listening, and communication skills. Given that these pupils started from very low baselines, their development demonstrates the effectiveness of the provision in place.

Reading and Phonological Development

- Targeted groups have made secure progress in reading, indicating that interventions in this area have been successful. However, the school recognises the need to further refine best practices in phonological development to accelerate progress. This suggests a proactive approach to improving literacy, ensuring that all learners receive the support needed to develop essential reading foundations.

Mathematical Memory and Recall

- Effective approaches to teaching mathematics are now well-structured and sequential, incorporating a range of scaffolds and supports while also providing appropriate challenge for all learners. These

improvements have had a positive impact on pupils' mathematical development, ensuring they can progress effectively in their learning. Additionally, daily mental maths sessions help pupils build on and retain prior learning, strengthening their recall of mathematical facts.

- **Application of Skills and Concepts**
- The improvements in teaching quality, particularly for e-FSM learners, indicate that pupils are receiving high-quality questioning and feedback. This supports the application of skills and concepts across different areas of development. Targeted learners are making good progress from their starting points, suggesting that assessment practices and interventions are well aligned with their needs.

Access to Club Provision for e-FSM Learners

- A wide range of after-school clubs and enrichment opportunities have been made accessible to pupils, ensuring that the majority of e-FSM learners can take part. These experiences not only enhance personal development but also provide opportunities for pupils to represent the school in wider events, fostering a sense of belonging and aspiration.

Staff Understanding and Teaching Effectiveness

- There has been a significant improvement in staff understanding of the backgrounds, emotional needs, and learning requirements of targeted pupils. This has led to more effective teaching approaches, particularly for e-FSM learners, with an emphasis on high-quality questioning and feedback. The impact of this professional development is evident in the strong progress pupils are making in their learning.

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

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.

Wellbeing: Supporting barriers to affording aspects of the school day – Discos held within the school day to stop barriers to cost for pupils returning to school and costs of snacks / drinks / tickets. Utilising Christmas Concert income to pay for experiences

such as Santa Visits, working with PTA to cover costs of trips and experiences for pupils.

Community : To undertake joint cluster school work to develop the role of Community Schools Manager and Family Engagement Officers – Funded from ISB and money from WG towards Family Liaison.