



Rhydyfro 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	128 (30 th September 2025)
Proportion (%) of PDG eligible pupils	37%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs L. Garland
PDG Lead	Mrs L. Garland
Governor Lead	Mr J. Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£58,650 – P.D.G. £14,950 – E.Y. P.D.G. £17,250 – S.A. P.D.G.
Total budget for this academic year	£90,850.00

Part A: Strategy Plan - Statement of Intent

Our school is a safe and happy place, where every child has the opportunity to thrive and become resilient, ambitious, capable learners, who are valued members of society.

All children are exposed to a nurturing, inclusive learning environment, where their needs as individuals are met through putting the child at the centre of their learning. We understand that every child has unique potential, and will celebrate their personal learning journey.

We aim to inspire children to take measured risks, using their imagination and creativity in their enquiry and application of knowledge and skills. Throughout their time at Rhydyfro, we hope the children will become equipped with the skills and values to become intrinsically motivated, independent learners.

SIP Targets:

1. To improve attendance.
2. To develop pupils' understanding and application of literacy skills across the curriculum.
3. To develop opportunities for digital competency skills across the curriculum to improve pupils' understanding and application.
4. To enhance numeracy opportunities to develop pupil's understanding and application of numeracy skills across the curriculum.

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
<p>To improve attendance</p>	<p>Attendance:</p> <ul style="list-style-type: none"> • Whole-school attendance improves to 92% which would be slightly above the NPT average of 91.97%. • Most eFSM / ALN pupils will attend school with a target of 90% attendance for these groups of learners. <p>Pupil Attainment:</p> <ul style="list-style-type: none"> • Assessment data shows narrowing of attainment gaps for disadvantaged or vulnerable groups.
<p>To develop pupils' understanding and application of literacy skills across the curriculum.</p>	<p>Specific Reading Skills:</p> <ul style="list-style-type: none"> • Many pupils will be able to identify and demonstrate newly-implemented reading behaviours at an age-appropriate level. • Many pupils will be able to make developmentally-appropriate inferences about a text or multimedia stimulus. • A majority of pupils will use taught reading behaviours during cross-curricular learning at a developmentally-appropriate level. <p>Broader Literacy Skills:</p> <ul style="list-style-type: none"> • Many pupils will be able to identify stage-appropriate text and language features and apply them to their cross-curricular writing. • Many pupils will be able to activate prior knowledge and in regard to different texts and/or given subjects. • A majority of pupils will be able to justify their opinions in regard to text analysis or a given subject both spoken and/or written form (if developmentally appropriate). • A majority of pupils will be able to use evidence to support their ideas and opinions in both spoken and written form (if developmentally appropriate).

	<p>Teacher Planning:</p> <ul style="list-style-type: none"> • Most teachers will use a range of texts and multimedia stimuli within their teaching. • Many teachers will use the Wellcomm reading assessment to adapt their planning accordingly. • Many teachers will plan opportunities for pupils to apply literacy skills during cross-curricular learning at a developmentally-appropriate level. <p>Further Intervention Support:</p> <ul style="list-style-type: none"> • Most support staff (if appropriate) will consistently use targeted intervention programmes to support pupils' overall communication skills.
<p>To develop opportunities for digital competency skills across the curriculum to improve pupils' understanding and application.</p>	<p>Pupil Confidence and Engagement:</p> <ul style="list-style-type: none"> • Many pupils confidently use a range of digital tools across subjects, demonstrating increased engagement and independence in their learning. <p>Staff Planning and Delivery:</p> <ul style="list-style-type: none"> • Most staff consistently plan and deliver DCF-linked learning experiences that are purposeful, progressive, and embedded across the curriculum. <p>Understanding of Data and Computational Thinking</p> <ul style="list-style-type: none"> • A majority of pupils demonstrate age-appropriate understanding of data handling and computational thinking through practical tasks, problem-solving activities, and digital projects. <p>Whole School Progression Map</p> <ul style="list-style-type: none"> • A clear, coherent progression map for digital skills is developed, shared, and used by all staff to support planning, assessment, and pupil development. <p>Shared Vision and Consistent Approach:</p> <ul style="list-style-type: none"> • The school community adopts a shared vision for digital competency, with consistent language, expectations, and strategies evident in teaching, planning, and professional development.
<p>To enhance numeracy opportunities to develop pupil's understanding and application of numeracy skills across the curriculum.</p>	<p>Pupil Practice and Application:</p>

	<ul style="list-style-type: none"> • Most pupils regularly practise and apply numeracy skills in varied, purposeful contexts across the curriculum. <p>Mathematical Resilience and Reasoning:</p> <ul style="list-style-type: none"> • Many pupils demonstrate increased mathematical resilience, strategic competence, and logical reasoning through both collaborative and independent learning experiences. <p>Teacher Planning:</p> <ul style="list-style-type: none"> • Nearly all teachers plan and deliver meaningful numeracy opportunities that are explicitly linked to the concepts being taught in their subject areas. <p>Parental Engagement:</p> <ul style="list-style-type: none"> • The majority of parents understand how numeracy is embedded across the curriculum and actively support their child’s development at home, informed by shared examples and celebrations of pupil achievement. <p>Raising the Profile of Numeracy:</p> <ul style="list-style-type: none"> • Pupil achievements in numeracy are regularly celebrated through newsletters, assemblies, and school events such as ‘Celebration of Learning,’ contributing to a raised profile of numeracy across the school community.
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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 – Activities include *professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.*

Budgeted cost: £80,850

Activity	Evidence that supports this approach
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<p>To support staffing costs in order to implement the learning and teaching activities identified below.</p> <ul style="list-style-type: none"> • White Rose Maths • Big Maths • Monster Phonics • Speechlink • WellComm Infant & WellComm Primary • ELKLAN • POPAT • 1Decision • Thrive • ELSA <p>The PDG grant is supplemented by the school budget in order to meet the full costs</p>	<ul style="list-style-type: none"> • Small group interventions • Observations • Pupil progress • Monitoring and tracking by ALNCo and Teaching Assistants.
<p>To support costs in order to implement the interventions identified below and purchase the relevant programmes to run these effectively.</p> <ul style="list-style-type: none"> • White Rose Maths • Big Maths • Monster Phonics • Speechlink • WellComm Infant & WellComm Primary • ELKLAN • POPAT • 1Decision • Thrive • ELSA 	<ul style="list-style-type: none"> • Observations • Pupil progress • Small group interventions • Monitoring and tracking by ALNCo and Teaching Assistants.
<p>Professional learning, research networks, assessment/evaluation, curriculum development and adaptation, intervention support.</p>	<ul style="list-style-type: none"> • Upskilled practitioners with increased knowledge of learning strategies. • Improved assessment tools to measure progress and outcomes. • Collaboration with other professionals and sharing good practice.

Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*

Budgeted Cost: £5000.00

Activity	Evidence that supports this approach
Transport and Educational Visits	Providing equal opportunities for all pupils to access residential and educational visits.

Wider strategies

Health and Well-being – Wellbeing interventions, whole school approach

Curriculum/qualifications – outdoor learning, residential

Leadership – professional learning on leading challenge

Raising Aspirations- working in partnership with other agencies

Budgeted cost: £5000

Activity	Evidence that supports this approach
Thrive training	2 additional Thrive practitioners to support pupils individually, in small-groups or during whole-class activities.

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
ELSA	NPT
Thrive	www.thriveapproach.com
Forest Schools	NPT
Big Maths	www.bigmaths.com
Speechlink	www.speechandlanguage.info
Baxter	www.thebaxterproject.co.uk
Monster Phonics	Monster Phonics - Enhanced Systematic Synthetic Phonics
1Decision	www.1Decision.co.uk
WellComm	WellComm - GL Assessment WellComm - GL Assessment