



Llangiwig 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	73 (inc. 5 Nursery pupils)
Proportion (%) of PDG eligible pupils	38% as of January PLASC
Date this statement was published	September 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mrs. S. Jones Headteacher
PDG Lead	Mrs V. Gibbon Deputy Headteacher
Governor Lead	Mr J. Evans

Funding Overview

Detail	Amount
PDG funding	£34,500
EY PDG funding	£6,900
Total budget for this academic year	£41,400

Part A: Strategy Plan

Statement of Intent

Llangiwig Primary School works closely with all stakeholders to ensure everyone is fully involved in our children's lives and learning. We strive to deliver a purpose-led curriculum, which has a secure foundation in the Four Purposes of the Curriculum for Wales. Our curriculum design is broad and balanced with a focus on the acquisition of knowledge and skills, whilst ensuring it is both motivating and challenging to engage pupils and foster a love of learning. It is also designed for a school in Wales, being tailored to reflect the unique nature of the country and its culture. This strategy statement will outline why we have decided to allocate of funding into specific strategies and how these strategies will help to raise aspirations and promote pupils' progression. We believe that the most effective way to make use of the PDG Grant is to support e-FSM pupils and their families, by providing targeted support based around our pupil centred school improvement targets. Here we will target pupils who require particular approaches to support their engagement in learning:

- Priority One
- To strengthen pupil independence in learning across the curriculum, by embedding opportunities for pupils to take ownership of their learning.
- Priority Two
- Year 2: To continue to develop the Concrete-Pictorial-Abstract (CPA) approach to apply mathematical skills, develop reasoning strategies, and articulate numerical reasoning effectively.
- Priority Three
- To improve pupils' literacy skills, in particular writing.

At Llangiwg Primary School, we are committed to embedding the UNCCR throughout our practices and provisions, including:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 28 (right to education) Every child has the right to an education. Primary education must be free.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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>Priority One To strengthen pupil independence in learning across the curriculum, by embedding opportunities for pupils to take ownership of their learning.</p>	<p>Pupil focused success criteria Many pupils confidently plan, organise, and take responsibility for their own learning. Many pupils consistently use the four integral skills to support their independent learning.</p>

	<p>Cross-curricular skills: Literacy, numeracy, and digital competence are applied independently in meaningful contexts by many pupils.</p> <p>Many younger pupils independently access resources, initiate activities, and apply skills in play-based learning. Many pupils demonstrate increased confidence in setting goals, planning their learning, and evaluating progress. Many pupils apply problem-solving, creativity, and critical thinking independently across all Areas of Learning and Experiences.</p>
<p>Priority Two</p> <p>Year 2: To continue to develop the Concrete-Pictorial-Abstract (CPA) approach to apply mathematical skills, develop reasoning strategies, and articulate numerical reasoning effectively.</p>	<p>Pupil-focused success criteria</p> <p>As a result of these targeted efforts, most pupils will enhance their mathematics and numeracy across the curriculum by:</p> <p>Transferring Numeracy Skills: many pupils will consistently transfer their numeracy skills across the curriculum, applying their mathematical understanding in a range of AoLE's. This cross-curricular application will reinforce their learning and highlight the interconnectedness of knowledge.</p> <p>Representing Concepts in Multiple Ways: Many pupils will be able to express mathematical ideas using concrete objects, visual aids, and abstract reasoning. This flexibility will enhance their understanding and ability to approach problems from different angles.</p> <p>Reasoning assessment results will show that many pupils will have an average standardised score (Summer Term 2026).</p> <p>Procedural assessment results will show that many pupils will have an average standardised score (Summer Term 2026).</p>
<p>Priority Three</p> <p>To improve pupils' literacy skills, in particular writing.</p>	<p>Pupil focused success criteria</p> <ul style="list-style-type: none"> • Many pupils develop their letter formation and present their work neatly. • Many pupils develop their technical writing ability well including the use of accurate punctuation, spelling and grammar. • Many pupils add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary. • Many pupils edit and redraft their work to improve its quality. • Many pupils achieve strong progress with their writing skills and produce work across the curriculum to a good standard. • Many pupils link their writing to their reading experiences to enhance the quality of their writing. <p>Many pupils write at length when they are ready to do so.</p>

Learning and Teaching – Activities include professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.

Activity	Evidence that supports this approach
Employment of Teaching Assistants.	<p>Welsh Government document ‘Guide to the Pupil Development Grant’ states:</p> <p>The link between high-quality teaching and learner progression is paramount. As such it should be a key focus for the use of PDG. Curriculum for Wales is designed to promote and enable high quality learning and teaching so that all learners realise the four purposes. The aspects of learning and teaching pedagogy, included within the Curriculum for Wales cross curricular and integral skills, which have the greatest impact on learners from low-income households are: (as well as others)</p> <p>‘the effective deployment of classroom support staff (‘Making Best Use of Teaching Assistants’, EEF)’</p>
<p>The annual cost of subscribing to Read Write Inc. Phonics Reading Programme and releasing Reading/LLC Leader.</p> <p>Literacy and Language scheme of work including an additional subscription of The Spelling Zone.</p>	<p>The Education Endowment Foundation (EEF) has identified RWI as having particular impact in supporting phonics development, particularly with pupils who have experienced difficulties in learning. Investment in RWI phonic scheme of work. There will be a consistent approach to teaching phonics.</p> <p>Pupils will be regularly taught and assessed in small groups.</p> <p>The Reading Leader provides coaching, assessment support and monitors progress, including specific tracking of eFSM pupil progress.</p>
The annual cost of subscribing to White Rose Maths.	<p>The CPA approach, concrete, pictorial, abstract, is a powerful teaching method that helps children build deep, lasting understanding in maths. Rooted in Bruner’s work on cognitive development, CPA guides pupils from hands-on experiences to visual representations, and finally to abstract symbols. This approach ensures that children don’t just memorise procedures but truly understand the maths behind them.</p>

Community

Activity	Evidence that supports this approach
The school will continue to forge links with parents. It will endeavour to further develop	The school recognises the importance of collaborating with parents to ensure that we maximise the education and well-being opportunities that are available from within the

<p>strong engagement with vulnerable families and signpost to external services. Family engagement: Parental workshop, sharing of the pupils' work, School newsletter, X, Seesaw.</p> <p>Community engagement:</p> <p>Welsh community events, Parent and Toddler group (Dinky Dragons), Multi agency engagement, Children's Services</p> <p>Employment of a Family Engagement Officer</p> <p>NPT Children and families Team After School Club for pupils and families.</p>	<p>community. Finding by the EEF suggests that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to engage with parents/carers to avoid widening attainment gaps.</p> <p>Dr Janet Goodhall –</p> <p>“Family engagement - Working closely with families to give children and young people the best home learning environment possible. Ensuring families have the skills, confidence and resources to actively support their child's learning at home. Working in a constructive way with families to address any barriers to engagement”.</p>
<p>School Nurse</p>	<p>Work alongside school nurse services to organise talks on a variety of issues that parents may need support with.</p> <p>The Role of the school nurse in the UK – SAPHNA states: 'School nurses play a crucial role in promoting the health and wellbeing of children and young people, giving them the best start in life and supporting them to sustain optimal health. They have a vital and unique link between education settings, home and the community.'</p>
<p>Education Welfare Officer</p>	<p>Fortnightly meetings with EWO to review attendance and punctuality issues and provide responsive support to families. Target pupil groups are analysed fortnightly. Developing a school environment which supports good attendance via physical presence displays and assemblies, rewards and incentives.</p> <p>Welsh Government document 'Belonging, engaging and participating' states:</p> <p>'There is a growing understanding that schools also need to support learners in developing a sense of belonging, connectivity and engagement with school, and to build their resilience and ability to cope with the challenges they face. It is well established that factors such as poverty, additional learning needs and certain protected characteristics are</p>

	associated with learners having a greater risk of absence from school and can exacerbate the challenges they already face. Promoting good attendance is, therefore, particularly important in these cases.'
Music Tuition	eFSM pupils have opportunities to access music tuition and expertise Wales' National Plan for Music Education states: 'Learning to play a musical instrument has been for those few whose parents and carers could afford the tuition costs. This inequality must end so that no child or young person should ever miss out through a lack of means. Our vision for the National Plan for Music Education is for all children and young people across Wales, regardless of background, to have the chance to learn to play an instrument.'
Extra-Curricular clubs	Staff run clubs to support wellbeing of the pupils e.g. Sports, Dance, Reading, Art, Coding, Lego. Nuffield Foundation in conjunction with Newcastle University project states: 'Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.'

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

Activity	Evidence that supports this approach
Improving leadership of educational settings.	Members of SLT to be given non-contact time to plan strategically. Ensuring planning and assessment gives a consistent and clear focus on improving children's learning. Tracking the progress of groups of learners to ensure progress is being made.
School wellbeing TA / ELSA	Pupil check in sessions – Zones of Regulations. Meetings with staff to offer pastoral support and advice, ELSA and Morning Motivation. Welsh Government document 'Guide to the Pupil Development Grant' states:

	<p>'Social, emotional and mental health issues are often seen to disproportionately impact on learners from low-income households. A whole-school approach is about embedding good wellbeing through teaching and all other aspects of school life. It is an ethos that:</p> <ul style="list-style-type: none"> • values inclusion • sees everybody working together, contributing their individual skills and resources to the collective good • creates a supportive environment where young people are encouraged to fulfil their personal and academic potential • creates an environment where young people thrive, learn and emotionally develop, supported by trusted adults within a culture that equally values their own wellbeing <p>/www.elsa-support.co.uk:</p> <p>'ELSAs are warm, kind and caring people who want to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this. They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.'</p>
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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
Read Write Inc.	Read Write Ink Ruth Miskin & Oxford University Press/Trust
Literacy And Language	Oxford University Press/Trust
White Rose Maths	White Rose Education
Language Link/ Speech Link	Speech and Language support