

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2025 to 2026 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.*

***If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.***

### School Overview

Detail	Data
School name	Clytha Primary School
Number of pupils in school	228
Proportion (%) of PDG eligible pupils	4.3% Eligible *% Transitional Protected
Date this statement was published	September, 2025
Date on which it will be reviewed	September, 2026
Statement authorised by	Jo Davies
PDG Lead	Kay Morgan
Governor Lead	Sophie Barker

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£17 200 with £5750 for EYPDG
<b>Total budget for this academic year</b>	<b>£22 950</b>

### Part A: Strategy Plan

#### ***Statement of Intent***

*You may want to include information on:*

To ensure that learners including those eligible for e FSM and disadvantaged learners:

- Have the appropriate high-quality support to make best progress in identified areas
- Have access to wellbeing intervention support and opportunities to reflect on their learning and experiences and deepen their metacognitive strategies and develop in resilience and independence
- Are able to access all visits and the whole curriculum and have the resources needed to support them
- Have high-quality support for their Families to help them best support their children

## 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
Trained TA to support identified learners in Mathematics Interventions.	Identified learners to make appropriate progress, have increased confidence in Mathematics and feel supported. All identified learners to use metacognitive strategies to develop in independence.
Trained Teaching Assistants to lead high-quality interventions in Reading and Writing and support metacognitive approaches in support.	Identified learners to make appropriate progress, have increased confidence in Reading and Writing and feel supported. All identified learners to use metacognitive strategies to develop in independence.
Trained Teaching Assistants to lead high-quality Speaking and Listening support in Early Years and with targeted learners.	Identified learners to have improved confidence, vocabulary and eloquence.
Funding against the salary of a Teacher to support reading and lead PL for other staff members using the Reading Recovery style approach with targeted learners.	Identified learners to improve in reading and in confidence. Families engaged in reading and more confident when supporting at home.
Funding against the salary of Trained Teaching Assistants to provide wellbeing support and ELSA support.	Identified learners to feel happy, safe and secure with higher levels of wellbeing. Improved learner progress. Families engaged in the process.
Funding against the salary of a Trained Teaching Assistant to provide Nurture Group support for targeted learners.	Improved learner progress. All learners to feel happier and calmer. Improved engagement in learning. Improved wellbeing.
Resources towards Family Engagement sessions to support targeted learners e.g. 'Breathe and Read', 'Mindful Maths', 'Stretch and Spell' and Reading Recovery style Family Sessions.	Improved engagement of Families. Improved understanding of ways to support learners and learning. Improved learner progress and wellbeing.
Funding against the salary of a Teaching Assistant to support Termly and Half-Termly Learning Review and Progress Meetings ensuring: <ul style="list-style-type: none"> <li>• An ongoing focus on learner wellbeing and progress</li> </ul>	Improved learner progress. All learners-including vulnerable learners to be involved and feel valued. All learners (Y2-6) to shape their learning and develop themselves as decision makers. All learners to be able to talk with confidence about their learning and develop in independence.

<ul style="list-style-type: none"> <li>• Timely response to need so that learners make best progress</li> </ul>	
Full-funding for the cost of all trips and visits for our disadvantaged learners including residential visits. 'Residential Re-Use Stall' created for Families to donate quality pre-used clothing in readiness.	All learners able to access and enjoy all experiences-removing barriers. Improved wellbeing.
Funding against the salary of a trained Teaching Assistant to lead PECS (if needed), SaLT (Core Boards) and One-Step/Talk programmes with Early Years Learners.	Improved speaking and listening skills. Improved access to learning. Improved learner progress.
Funding against the salary of a Trained TA to support the development of number in Early Years. Support with EY Family Maths Workshops.	Improved provision and progress. Improved support for learners at home.

### Activity in this academic year

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

As Above

### Learning and Teaching

Budgeted cost from PDG:£11 000

Activity	Evidence that supports this approach
Trained Teaching Assistants to lead high-quality intervention programmes in Mathematics, Reading, Writing, Speaking and Listening with identified learners and support the development of metacognitive approaches.	Making Best Use of Teaching Assistants-Education Endowment Foundation (EEF) Teaching and Learning Toolkit-Teaching Assistants (EEF)
Trained Teaching Assistants to lead high-quality Speaking and Listening support in Early Years and	Making Best Use of Teaching Assistants-Education Endowment Foundation (EEF) Teaching and Learning Toolkit-Teaching Assistants (EEF)

with targeted learners.	
Funding against the salary of a Teacher to support reading using the Reading Recovery style approach with targeted learners.	<p>Hurry, J., Fridkin, L. and Holliman, A. J. (2022). <a href="#"><u>Reading intervention at age 6: Long-term effects of Reading Recovery in the UK on qualifications and support at age 16</u></a>. British Educational Research Journal Vol 48, Issue 1.</p> <p>Gourlay, G., &amp; Harmey, S. (2020). <a href="#"><u>A Reading Recovery Comparison Study: Supporting a New Implementation in Scotland</u></a>. <i>Journal of Reading Recovery</i>, 20 (1), 59 - 70</p> <p>Hurry, J. and Fridkin, L. (2018), <a href="#"><u>The impact of Reading Recovery ten years after intervention'</u></a> UCL Institute of Education.</p> <p>D'Agostino, J.V., &amp; Harmey, S.J. (2016), <a href="#"><u>An International Meta- Analysis of Reading Recovery</u></a>, <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, Vol 21, NO.1, 29-46.</p> <p>School Based Data, Learner and Parent Feedback</p>

### Community Schools

Budgeted cost: £ 5002

Activity	Evidence that supports this approach
Resources towards Family Engagement sessions to support targeted learners e.g. 'Breathe and Read', 'Mindful Maths', 'Stretch and Spell', Family Fitness and Reading Recovery Family Sessions.	<p>ESTYN-Community Schools: Families and Communities at the heart of school life WG 2022 Community Focused Schools</p> <p>ESTYN-<a href="https://estyn.gov.wales/improvement-resources/thematic-report-impact-of-poverty-on-educational-attainment-support-provision-and-transition-for-early-education/">https://estyn.gov.wales/improvement-resources/thematic-report-impact-of-poverty-on-educational-attainment-support-provision-and-transition-for-early-education/</a> Nov. 2024</p>
Full-funding for the cost of all trips and visits for our disadvantaged learners including residential visits. 'Residential Re-Use Stall' created for Families to donate quality pre-used clothing in readiness.	<p>ESTYN-Community Schools: Families and Communities at the heart of school life WG 2022 Community Focused Schools</p> <p>ESTYN-<a href="https://estyn.gov.wales/improvement-resources/thematic-report-impact-of-poverty-on-educational-attainment-support-provision-and-transition-for-early-education/">https://estyn.gov.wales/improvement-resources/thematic-report-impact-of-poverty-on-educational-attainment-support-provision-and-transition-for-early-education/</a> Nov. 2024</p>

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

Budgeted cost: £4000

Activity	Evidence that supports this approach
Funding against the salary of a Trained Teaching Assistant to provide wellbeing	<p>Children in Wales Poverty Toolkit</p> <p>ESTYN- Support for Learners' Mental Health and Emotional Wellbeing</p>

support and ELSA support.	WG-Learners' Wellbeing and assessment-Mutual Support Systems
Funding against the salary of a Trained Teaching Assistant to provide Nurture Group support for targeted learners.	Children in Wales Poverty Toolkit ESTYN- Support for Learners' Mental Health and Emotional Wellbeing WG-Learners' Wellbeing and assessment-Mutual Support Systems
Funding against the salary of a Teaching Assistant to support Termly and Half-Termly Learning Review and Progress Meetings ensuring: <ul style="list-style-type: none"> <li>• An ongoing focus on learner wellbeing and progress</li> </ul> Timely response to need so that learners make best progress Identified learners are involved in Pupil Groups and whole-school consultation activities.	Children's Commissioner for Wales Guide-'Participation: How? What? Why? A Guide for Professionals.' Children in Wales Poverty Toolkit

**Total budgeted cost: £ 17 200 and £5750 from EYPDG from PDG**

**Part B: Review of outcomes in the previous academic year 2024-25**

**PDG outcomes**

- Our PDG funding has allowed for targeted provision and progress in Speaking, Listening, Writing and Mathematics.
- Impact-Nearly all learners make at least expected progress in these areas.
- Metacognitive strategies used to encourage resilience and perseverance including our Clytha Mantras-these are having a positive impact.
- ESTYN January, 2025-Nearly all pupils, *including those with additional learning needs (ALN) and pupils adversely affected by poverty and disadvantage, make very good progress from their starting points.*

**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
None	

## Atodiad B: Datganiad Strategaeth y Grant Datblygu Disgyblion

### DATGANIAD STRATEGAETH Y GRANT DATBLYGU DISGYBLION

Mae'r datganiad hwn yn rhoi manylion ynghylch defnydd ein hysgol o'r GDD ar gyfer blwyddyn academaidd 2023 i 2024.

Mae'n amlinellu ein strategaeth, sut rydym yn bwriadu gwario'r cyllid yn y flwyddyn academaidd hon a'r effaith a gafodd gwariant y llynedd o fewn ein hysgol.

**Os yw'ch rhifau yn 5 neu lai, defnyddiwr \* yn lle'r dyraniad er mwyn diogelu plant rhag cael eu hadnabod.**

#### Trosolwg Ysgolion

Manylion	Data
Enw'r ysgol	
Nifer y Disgyblion yn yr Ysgol	
Cyfran (%) o ddisgyblion sy'n gymwys i'r GDD	
Dyddiad cyhoeddi'r datganiad hwn	
Dyddiad y caiff ei adolygu	
Awdurdodwyd y datganiad gan	
Yn arwain ar y GDD	
Llywodraethwr sy'n arwain	

#### Trosolwg Cyllid

Manylion	Swm
Dyraniad cyllid GDD y flwyddyn academaidd hon	£
<b>Cyfanswm cyllideb y flwyddyn academaidd hon</b>	<b>£</b>

#### Rhan A: Cynllun Strategaeth

##### Datganiad o Fwriad

Efallai y byddwch eisiau cynnwys gwybodaeth am:

- Beth yw eich amcanion yn y pen draw ar gyfer y disgyblion a gefnogir?
- Sut mae eich cynllun strategaeth bresennol yn gweithio tuag at gyflawni'r amcanion hynny?
- Beth yw prif egwyddorion eich cynllun strategaeth?

## Canlyniadau a fwriedir

Mae hyn yn esbonio'r canlyniadau rydym yn anelu atynt **erbyn diwedd ein cynllun strategaeth presennol**, a sut y byddwn yn mesur a ydynt wedi'u cyflawni.

Canlyniad a fwriedir	Meini prawf llwyddiant
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.	

## Gweithgarwch yn y flwyddyn academaidd hon

Mae hyn yn rhoi manylion sut rydym yn bwriadu gwario ein GDD **y flwyddyn academaidd hon** i fynd i'r afael â'r heriau a restrir uchod.

## Dysgu ac addysgu

Cost wedi'i chyllidebu: £ [nowch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.	

## Ysgolion Cymunedol

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.	

**Strategaethau ehangach (er enghraifft a lle bo hynny'n berthnasol, lechyd a Lles, Cwricwlwm a Chymwysterau, Arweinyddiaeth a Chodi Dyheadau)**

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen	

Cyfanswm cost y ceisiadau: £ [nodwch gyfanswm y 3 swm a nodir uchod]

### Rhan B: Adolygiad o ganlyniadau'r flwyddyn academaidd flaenorol

#### Canlyniadau'r GDD

Mae hyn yn rhoi manylion yr effaith a gafodd ein gweithgarwch GDD ar ddisgyblion ym mlwyddyn academaidd 2022 i 2023.

#### Rhagleni a ddarperir yn allanol

Dylech gynnwys enwau unrhyw ragleni a brynwyd gennych yn ystod y flwyddyn academaidd flaenorol. Bydd hyn yn ein helpu i ganfod pa rai sy'n boblogaidd yng Nghymru.

Rhaglen	Darparwr

#### Gwybodaeth ychwanegol (dewisol)

Defnyddiwch y blwch hwn i rannu unrhyw wybodaeth bellach am eich strategaeth GDD. Er enghraifft, ynglŷn â chynllunio eich strategaeth, neu weithgaredd arall rydych chi'n ei weithredu i gefnogi disgyblion o aelwydydd incwm isel, nad yw'n dibynnu ar GDD.