School: Tonysguboriau Primary School
Date of publication: September 2026

Pupil Development Grant Plan
Part A – Plan for 2026/7
Part B – Evaluation of Plan 2025/6

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 the LA will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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.

*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	Tonysguboriau Primary
Number of pupils in school	224
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	15/9/2026
Date on which it will be reviewed	10.9.2027
Statement authorised by	
PDG Lead	Tracey Harries
Governor Lead	Mr G Keedwell

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 48,300
Total budget for this academic year	£ 1,058,165

Part A: Strategy Plan 2026/27

Statement of Intent

Based on the purpose of the Pupil Development Grant (PDG), the school's intent is to ensure that all pupils, regardless of their socio-economic background, have equitable opportunities to achieve high standards and fulfil their potential. The grant will be used

strategically to reduce the impact of poverty and address barriers that may hinder educational progress, wellbeing and engagement in learning.
At Tonysguboriau Primary School, we are committed to closing the attainment gap by providing targeted emotional wellbeing and literacy support for vulnerable learners. Through early identification and timely intervention, pupils will receive the support they need to develop resilience, confidence and the skills required to access the Curriculum for Wales successfully.
A key priority is to improve attendance and engagement, recognising the strong link between regular school attendance and positive educational outcomes. The school will work closely with families, pupils and external agencies to promote good attendance, remove barriers to participation and ensure that every learner benefits fully from the opportunities available to them.

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**
Ensure all FSM pupils make the expected levels of progress.	Gaps in learning identified and targeted supported carefully planned for individuals. Improved outcomes for eFSM pupils. All pupils make at least good progress (improve at least 12 months in their reading age.) To close the gap between reading age and chronological age of the identified pupils.
Increase attendance and engagement in school life.	Improved attendance of targeted pupils.

Improve pupils' emotional wellbeing and readiness to learn.	Targeted pupils show improved readiness to learn, evidenced by increased engagement in lessons and a reduction in wellbeing-related concerns or incidents.
Development of stronger home-school partnerships	Attendance at family engagement activities increases, with at least 75% of targeted families attending one or more reading cafés and workshops during the academic year. Parents/carers report increased confidence in supporting learning at home.

Activity in this academic year 2025 to 2026

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

- Deliver a programme of **parent engagement workshops**, including Reading Cafés and practical maths sessions, to support families in developing pupils' literacy and numeracy skills at home using the CPA (Concrete, Pictorial, Abstract) approach.
- Continue to provide **targeted family support**, including signposting and referrals to external agencies, access to the school Food Pantry and support to overcome barriers to learning and attendance.
- Provide **emotional wellbeing interventions** through ELSA support, the Baxter Project and other nurture-based approaches to improve pupils' confidence, resilience and readiness to learn.
- Deliver **targeted literacy and numeracy interventions** for identified pupils, using evidence-informed programmes and regular assessment to monitor progress and adapt support as needed.
- Track and evaluate the impact of interventions through pupil progress meetings, attendance monitoring, wellbeing assessments and discussions with pupils and families.

- Strengthen communication and partnerships with families to promote regular attendance, engagement in school life and positive attitudes towards learning.

Learning and Teaching

Budgeted cost: £ 37,597

Activity	Evidence that supports this approach
Literacy Interventions, numeracy support	£34,597
ELSA sessions	£3,500

Community Schools

Budgeted cost: £10,500

Activity	Evidence that supports this approach
Baxter Project	£4,000
Parental Engagement (workshops/attendance)	£6,500

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
Add or delete rows as needed.	

Total budgeted cost: £ 48,597

Part B: Review of outcomes in the previous academic year 2025/26

PDG evaluation of outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Actions	Evaluation / Impact
Targeted literacy interventions	• 73% of identified pupils made expected or better progress from their starting points following targeted intervention. • 73% of identified pupils improve their reading age by at least 12 months over the academic year. • The gap between reading age and chronological age is reduced for % of identified pupils. • 89% of pupils receiving literacy support achieve their individual intervention targets.

	• Improved literacy outcomes are evident for 89% of eFSM pupils through school assessment data and reading age scores. Reading outcomes for eFSM pupils are positive across the school, with the majority making at least expected progress from Reception to Year 6. In the Foundation Phase, most eFSM pupils met or exceeded expected progress through the Read Write Inc. programme, with many demonstrating accelerated progress. In Key Stage 2, the majority of eFSM pupils have reading ages at or above their chronological age, with a substantial proportion reading significantly above age-related expectations. Progress data indicates that most eFSM pupils continue to make expected or better gains in reading as they move through the school. Overall, the data suggests that strategies to support disadvantaged learners are having a positive impact on reading attainment and progress, although a small number of pupils continue to require targeted intervention to close remaining gaps.

Emotional Support (ELSA and Baxter Project)	• The ELSA intervention had a positive impact on pupils' emotional wellbeing, with questionnaires, session evaluations and parental feedback demonstrating measurable progress in targeted areas of development. • Pupils developed greater self-esteem and confidence, successfully applying strategies to regulate and manage their emotions both within ELSA sessions and in the wider school environment.	• ELSA questionnaires demonstrated measurable improvement in the targeted areas of development. • Evaluations of ELSA sessions focused on the areas of development identified through initial questionnaires, with evidence of progress recorded in subsequent evaluations. • Parent consultations were undertaken before and after the ELSA intervention, providing opportunities to review progress and identify next steps. • Pupils' self-esteem improved, and they successfully implemented a range of strategies to regulate and manage their emotions.

Forest School Sessions	The outdoor learning programme had a positive impact on pupils' personal development. Pupils demonstrated increased confidence and self-esteem, showing greater willingness to embrace new experiences and take appropriate risks in their learning. Resilience improved as pupils persevered with challenging tasks and showed determination when overcoming difficulties. In addition, pupils developed greater independence, making decisions, solving problems and completing activities with reduced adult support.	• Pupils demonstrated increased confidence and self-esteem, showing a greater willingness to try new activities, embrace challenges and take appropriate risks in their learning. • Pupils demonstrated improved resilience, persisting when faced with challenges such as building shelters and lighting fires, and showing determination to overcome difficulties. • Pupils developed greater independence, making decisions, solving problems and completing tasks with reduced adult support and intervention.

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
Therapy Dog	Baxter Project
PIPYN (free)	Cwm Tag Morgannwg
ELSA	Local Authority

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.