



Local Education Authority Grant (Equity,PDG,EYPDG)

Spending Plan 2025-2026



The Welsh Government is committed to raising standards in education and ensuring all learners succeed and do well in school. Every school receives additional grant funding each year to support school improvement.

The Equity funding aims to achieve high standards and aspirations for all by tackling the impact of poverty and systemic barriers to educational attainment and supporting every learner to reach their full potential. Allocations set by Welsh Government (WG). This comprises of the Equity, Pupil Development Grant (PDG) and Early Years Pupil Development Grant (EYPDG)

The school undertakes activities in order to support pupils facing the challenges of poverty and deprivation. The school's PDG plans are monitored by the Governing Body, supported by advice from the CSC and the Local Authority.

As a school we have agreed the following;

- identify the target group of pupils, its characteristics and needs
- plan interventions which make the most effective use of resources
- monitor and evaluate the impact of resources

CONTEXT OF OUR SCHOOL	Funding	Total Cost
eFSM 12%	PDG £46,000	Total £48.875

Resources	Success Criteria / Impact	Monitoring / Evaluation
LSA's for Literacy Interventions KS2 = 13 hours a week £8, 631 FP = 20 hours a week £15,581	Gaps in learning identified and targeted supported carefully planned for individuals. Pupils who are eFSM attain the same or better than those who are not eFSM. 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.	• Progress to Expected Standards: Nearly all pupils (90%) have made expected progress this year based on their starting points. • Age-Related Expectations: Half of the pupils (50%) are meeting age-related expectations according to RWI standards. This is an improvement on last year's 40%. • Progress Below Age-Related Expectations: A minority of pupils (20%) are working just below age-related expectations, while 30% are performing more 2 or more levels below age-related expectations. Notably, this gap in performance has reduced for nearly all children compared to the previous academic year, indicating progress in closing achievement gaps. • Fast Track Tutoring: Half of the EFSM pupils (50%) are receiving Fast Track Tutoring to enhance their phonics and reading development. This targeted support has effectively contributed to their accelerated progress this year. KS2 eFSM Data Analysis Looking at the EFSM data for all children in KS2: • 1 year of progress is considered <i>expected</i>, • 2 years of progress is considered <i>good</i>, and • 2+ years of progress is considered <i>excellent</i>.

		When analysing reading age in comparison to chronological age, the term <i>significantly above</i> refers to children whose reading age is 2 years above or below their chronological age: • Most children have made expected progress 93% • Many children have made good progress(80% • Many children have also made excellent progress 80% • Very few children did not make any progress 6.67%.
Learning Support Assistant Basic skills literacy and numeracy targeted in class support 15 hours a week £9,958	Gaps in learning identified and targeted supported carefully planned both within the classroom as part of universal provision and for interventions. Pupils who are eFSM attain the same or better than those who are not eFSM.	When comparing reading age to chronological age: • Few pupils are attaining below their chronological age 12.5% • There are no pupils who are significantly below. • Many children have a reading age above their chronological age 87.5% • Around half of the children have a reading age significantly above their chronological age 56%
Learning Support Assistant Emotional Support 7 hours £4,747	ELSA questionnaire demonstrates an improvement in the targeted areas. Evaluation of ELSA sessions are focused on the areas of development identified in the initial questionnaire and evaluations Parents consultations are undertaken before and after. Pupils' self-esteem improve and strategies to regulate emotions are implemented.	Nearly all children who participated in the sessions demonstrated improvements in their Emotional Problems, Conduct, Hyperactivity, Peer Problems, and Prosocial scores, with many moving from severe to moderate and from moderate to normal. In the overall scores, the data indicates that approximately half of the children progressed from severe to moderate and from moderate to normal, representing a positive improvement in their well-being. It is also important to note that all scores show improvement in total scores, providing clear evidence that well-being and emotional support are having a positive impact on the children.

Learning Support Assistant Progression Step 1 EYLP – Wellcomm, Lang Links 15 hours a week £9,958	Gaps in learning identified and targeted supported carefully planned both within the classroom as part of universal provision and for interventions. WELLCOMM Wizard tracker shows progress. Language links shows progress Pupils who are eFSM attain the same or better than those who are not eFSM.	WELLCOMM (Speech, Language and Communication) Observations: • Pupils assessed using WELLCOMM show progress in key communication areas, including listening, understanding, and expressive language. • Targeted activities are supporting pupils to extend vocabulary, form sentences, and engage in conversations with peers. • Pupils are increasingly able to follow instructions and participate in group discussions, although some require ongoing support to fully embed skills. • Overall, WELLCOMM interventions are effectively promoting communication development, contributing to improved participation and confidence in class activities.
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