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.

Detail	Data
School name	Rhiw Syr Dafydd
Number of pupils in school	581
Proportion (%) of PDG eligible pupils	Unclear (Awaiting LA Information)
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr D Witchell (School Partner)
PDG Lead	Mr C George (Headteacher)
Governor Lead	Mrs S Windsor (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£103,800
Previous year comparison	-£850

Additional Smoothing Grant	£2892
Total budget for this academic year	£105,892

Statement of Intent

Our school vision at Rhiw Syr Dafydd Primary School is to create a happy and productive community of learners who are: Respectful of everybody and everything Sharing our knowledge and understanding Determined to make a difference Passionate about life-long learning We stand firmly by these words and endeavour to teach our pupils to be ambitious, capable learners, ready to learn throughout their lives. We want our children to embrace daily challenges and to use the experiences to make them stronger. Our children are encouraged to work beyond their expectations so that only then will they realise that the impossible is indeed possible.

Our Islwyn Cluster Vision: The Islwyn cluster is committed to realising the four purposes of the curriculum through:

- Instilling pride in our learners, of their communities and identity, developing their sense of 'Cynefin'
- Placing wellbeing at the heart of our schools, to shape positive futures
- Nurturing success to open a world of opportunities
- Promoting equity and equality whilst celebrating diversity
- Inspiring curiosity and igniting a love of lifelong learning
- Empowering learners to build connections across their learning, enabling achievement for all

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 Outcomes	Success Criteria
1. Improved Attendance & Punctuality: Identify and resolve barriers to regular school attendance through early intervention and targeted support for priority families. **2. Enhanced Family & Community Engagement:** Build strong, trusting relationships with hard-to-reach families and connect them with relevant support services and school life.	▪ 5%–8% increase in average attendance across the targeted FLO caseload. ▪ 15% – 20% reduction in persistent absence (below 90%) among supported pupils. ▪ 100% of attendance referrals contacted within 2 working days. ▪ 80%+ active participation from targeted families in attendance plans and support meetings. ▪ 20% increase in parent attendance at school events and reviews for targeted pupils. ▪ 100% of required early help referrals submitted within ten days to the Education Welfare Officer.
An additional teaching assistant employed in the early years to ensure: ▪ Pupils make accelerated progress in key areas of learning, particularly communication and language, early literacy and numeracy. ▪ Pupils develop greater confidence, independence and readiness to engage in learning.	▪ Targeted pupils demonstrate measurable progress against their individual learning targets. ▪ The majority of pupils receiving intervention make expected or better-than-expected progress. ▪ Assessment evidence demonstrates a reduction in identified gaps in learning. ▪ Pupils demonstrate increased confidence and independence when engaging in classroom activities.
Additional practitioner employed to deliver TISUK intervention to identified pupils across the school:	▪ Identified pupils access regular, targeted TISUK intervention delivered by trained practitioner. ▪ Pupils demonstrate improved emotional regulation, resilience and engagement in learning.

▪ Pupils affected by trauma receive targeted, consistent support to develop emotional wellbeing and resilience. ▪ Pupils develop strategies to recognise and manage their emotions and respond positively to challenges. ▪ Pupils feel safe, supported and better able to engage with learning and school life. ▪ Staff develop a greater understanding of trauma-informed approaches and are better equipped to support identified pupils.	▪ Pupil and staff feedback indicates increased feelings of safety, confidence and wellbeing. ▪ Attendance, behaviour and engagement data show positive improvements for identified pupils where appropriate. ▪ Progress and impact of interventions are regularly monitored and reviewed, with support adapted to meet individual needs.
Two teaching assistants employed to deliver targeted literacy and numeracy support to pupils in Key Stage 2. ▪ Targeted pupils receive timely, focused support in literacy and numeracy to address identified gaps in learning. ▪ Pupils make accelerated progress towards age-related expectations. ▪ Pupils develop greater confidence, independence and engagement in literacy and numeracy. ▪ Identified barriers to learning are addressed early, reducing gaps in attainment.	▪ Targeted pupils make measurable progress against identified learning needs and individual targets. ▪ The majority of pupils receiving intervention make expected or better-than-expected progress. ▪ Assessment data demonstrates a reduction in identified gaps in literacy and numeracy. ▪ Pupils demonstrate increased confidence and independence when applying their literacy and numeracy skills. ▪ Intervention is regularly monitored and evaluated to ensure it is having a positive impact on pupil outcomes.

Learning & Teaching

Budgeted Cost: **£65,000**

Activity	Evidence that supports this approach
An additional teaching assistant employed in the early years to ensure: ▪ Pupils make accelerated progress in key areas of learning, particularly communication and language, early literacy and numeracy. ▪ Pupils develop greater confidence, independence and readiness to engage in learning.	▪ Targeted pupils demonstrate measurable progress against their individual learning targets. ▪ The majority of pupils receiving intervention make expected or better-than-expected progress. ▪ Assessment evidence demonstrates a reduction in identified gaps in learning. ▪ Pupils demonstrate increased confidence and independence when engaging in classroom activities.
Two teaching assistants employed to deliver targeted literacy and numeracy support to pupils in Key Stage 2. ▪ Targeted pupils receive timely, focused support in literacy and numeracy to address identified gaps in learning. ▪ Pupils make accelerated progress towards age-related expectations. ▪ Pupils develop greater confidence, independence and engagement in literacy and numeracy. ▪ Identified barriers to learning are addressed early, reducing gaps in attainment.	▪ Targeted pupils make measurable progress against identified learning needs and individual targets. ▪ The majority of pupils receiving intervention make expected or better-than-expected progress. ▪ Assessment data demonstrates a reduction in identified gaps in literacy and numeracy. ▪ Pupils demonstrate increased confidence and independence when applying their literacy and numeracy skills. ▪ Intervention is regularly monitored and evaluated to ensure it is having a positive impact on pupil outcomes.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted Cost: **£21,000**

Activity	Evidence that supports this approach
1. Improved Attendance & Punctuality: Identify and resolve barriers to regular school attendance through early intervention and targeted support for priority families.	▪ 5%–8% increase in average attendance across the targeted FLO caseload. ▪ 15% – 20% reduction in persistent absence (below 90%) among supported pupils. ▪ 100% of attendance referrals contacted within 2 working days.
2. Enhanced Family & Community Engagement: Build strong, trusting relationships with hard-to-reach families and connect them with relevant support services and school life.	▪ 80%+ active participation from targeted families in attendance plans and support meetings. ▪ 20% increase in parent attendance at school events and reviews for targeted pupils. ▪ 100% of required early help referrals submitted within ten days to the Education Welfare Officer.

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

Budgeted Cost: **£21,000**

Activity	Evidence that supports this approach
Additional practitioner employed to deliver TISUK intervention to identified pupils across the school:	▪ Identified pupils access regular, targeted TISUK intervention delivered by trained practitioner.

▪ Pupils affected by trauma receive targeted, consistent support to develop emotional wellbeing and resilience. ▪ Pupils develop strategies to recognise and manage their emotions and respond positively to challenges. ▪ Pupils feel safe, supported and better able to engage with learning and school life. ▪ Staff develop a greater understanding of trauma-informed approaches and are better equipped to support identified pupils.	▪ Pupils demonstrate improved emotional regulation, resilience and engagement in learning. ▪ Pupil and staff feedback indicates increased feelings of safety, confidence and wellbeing. ▪ Attendance, behaviour and engagement data show positive improvements for identified pupils where appropriate. ▪ Progress and impact of interventions are regularly monitored and reviewed, with support adapted to meet individual needs.

Total Budgeted Cost: **£107,000**

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
Programme Provider Trauma Informed – A whole school approach to TISUK	Dr. Coral Harper (TIUSK Founder)

Further Information:

In addition to the information provided above, we reserve a small amount of our PDG grant to support Year 6 pupils with the cost of the residential visit during the summer term.