

Brynnau Primary School

EQUALITY GRANT STRATEGY STATEMENT



This statement details our school's use of the Equality Grant (formally known as 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

Detail	Data
School name	Brynnau Primary School
Number of pupils in school	232
Proportion (%) of PDG eligible pupils	14.7%
Date this statement was published	October 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Mrs B Atkin
PDG Lead	Mrs B Atkin
Governor Lead	CLlr C Parker

Funding Overview

Detail	Amount
Equality funding allocation this academic year	£37,950

Part A: Strategy Plan

Statement of Intent

At Brynnau Primary School we aim to ensure our current plan for the Equality Grant is integrated into our overall school development plan. We focus on planning actions and interventions that focus on improving the attainment of pupils from deprived backgrounds, specifically those who are eFSM.

Our key principles of our strategy include:

- Providing high quality interventions
- Developing excellence in the classroom
- Providing high quality Social and emotional learning
- Developing family and community engagement

We have drawn on best practice, previous successes, and well-evidenced interventions to develop our whole-school strategy. We have clear expectations from our interventions and monitor progress and evaluate their effectiveness. We understand that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. To support this, we have a robust performance management and a planned professional learning programme for all staff focused on raising achievement of learners. This is linked closely to staff action research, drawing on the best practice available. We facilitate effective monitoring, evaluating and recording systems in our school and are developing effective systems and processes for tracking pupil's progress in our school we place the wellbeing of every child at the heart of our work. We support our disadvantaged and vulnerable pupils with a strong focus on providing a safe and nurturing environment where pupils and staff feel secure.

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
Improved Literacy skills for eFSM pupils	• To improve basic skills through interventions such as Wellcomm, Speech Links and Language Links. • Differences in Reading age and Chronological age by June 2026 • At least 75% have a Reading age above their CA • The gap between the reading ages of eFSM and non eFSM continues to be at least 0% with eFSM pupils making accelerated progress.
Improved engagement and wellbeing of disadvantaged pupils	• Improved attendance of eFSM pupils • Absences are clearly monitored and all procedures followed ensuring the best possible attendance is achieved.

	• Nearly all achieve attendance over 90%. • Close working relationship with Attendance Wellbeing Support (AWS).
Pupils provided with high quality social and emotional support	• Three ELSA practitioners provide ELSA support for identified learners • Mindfulness sessions provided by our Mindfulness ambassadors • No exclusions • Pupils are able to access mainstream teaching. • Improved Personalised Assessment test scores of identified pupils • Improved PERMA scores for identified pupils
Improved parental engagement	• Parental workshops held on Class Introductions • Improved attendance at parental workshops • Encouraging volunteers to support school-based activities. • Greater percentage of parents engaging in home school activities.
High quality teaching and learning	• Specific tracking system embedded for eFSM pupils to track performance and progress. • Pupil Progress half termly meetings discuss every learner's journey and identifies any interventions or strategies required. • Teaching is judge at least good in 100% of lessons with 50% judged as excellent • Action research and enquiry projects are having an impact on individual classes

Activity in this academic year

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

• Providing high quality interventions • Developing excellence in the classroom • Providing high quality Social and emotional learning • Developing family and community engagement
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Learning and Teaching

Budgeted cost: £ 32,450

Activity	Evidence that supports this approach
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Providing high quality interventions	Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress) One to one tuition: Moderate impact for high cost, based on extensive evidence. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Oral language interventions: Moderate impact for low cost, based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Phonics: Moderate impact for very low cost, based on extensive evidence. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Reading comprehension strategies: Moderate impact for low cost, based on extensive evidence. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.
Developing excellence in the classroom	Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence. Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils Peer tutoring: High impact for low cost, based on extensive evidence. The benefits are apparent for both teacher and learner (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. Feedback: High impact for low cost, based on moderate evidence. Feedback studies tend to show very high effects on learning. Collaborative learning: Moderate impact for very low cost, based on extensive evidence.

Community Schools

Budgeted cost: £0 (other sources of funding accessed)

Activity	Evidence that supports this approach
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Developing family and community engagement	Parental involvement: Moderate impact for moderate cost, based on moderate evidence. Actively involving parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. How effective is it? Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is much less conclusive. This is particularly the case for disadvantaged families. (Sutton Trust – EEF Toolkit)
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Wider strategies (for example and where applicable, Health and Wellbeing, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 5,500.00

Activity	Evidence that supports this approach
Providing high quality Social and emotional learning	Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. On average, ELSA/Thrive interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Behaviour interventions: Moderate impact for moderate cost, based on extensive evidence. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies

Total budgeted cost: £37,950

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
Nessy Reading	Nessy
Thrive	Thrive
Phonics	Monster Phonics