School: Brynnau Primary School
Date of publication: November 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	Brynnau Primary School
Number of pupils in school	207
Proportion (%) of PDG eligible pupils	13.57%
Date this statement was published	October 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Mrs B Atkin
PDG Lead	Mrs B Atkin
Governor Lead	Mr Chris Parker

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 44,850
Total budget for this academic year	£ 44,850

Part A: Strategy Plan 2026/27

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.

Ultimate Objectives:
• To close the attainment and wellbeing gap for our most vulnerable pupils.
• To ensure all pupils, regardless of background, have the language, literacy, and emotional skills to thrive.
• To provide timely, targeted support and interventions that enable every child to reach their full potential.

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.

Strategy Plan:
• Deploy skilled staff to deliver proven interventions in language, literacy, numeracy and emotional wellbeing.
• Maintain strong, consistent relationships with families and external agencies to ensure rapid, joined-up support.
• Use accurate assessment data to identify needs early and monitor progress.
• Remove barriers to learning, including financial barriers to enrichment activities.

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.

Key Principles:
• Early intervention and prevention, especially in language and communication.
• Consistency and continuity of support from trusted adults.

• Collaboration with families and agencies. • Evidence-based practice and regular review of impact. • Equity of access to all aspects of school life

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
Vulnerable pupils in Nursery & Reception make a strong start and settle quickly.	Transition records with EY and pre-nursery settings. Fewer incidents of anxiety/settling issues. Positive feedback from parents.
Early language gaps are identified and narrowed through targeted intervention.	Increased % of pupils meeting individual targets for age related expectations in language by end of Reception. Measurable progress on Speech & Language Links/POPAT assessments.
Effective, joined-up support for pupils with ALN and complex needs.	Timely referrals and support plans in place. Positive feedback from families and external agencies. Access specialist support.
Consistent, accurate reading assessment informs support across Y1–Y6.	All pupils in Y2–Y6 have up-to-date reading ages. Data used to target interventions (Nessy, POPAT, Language Links, Monster Phonics). Improved reading outcomes for targeted pupils.
Vulnerable pupils make accelerated progress in literacy, language, and wellbeing.	Intervention tracking shows accelerated progress. Improved pupil engagement and confidence.
Pupils' emotional wellbeing is supported through ELSA interventions.	Improved pupil wellbeing Fewer behaviour incidents Positive feedback from pupils and staff.
Attendance and wellbeing of vulnerable pupils is closely monitored and improved.	Attendance for targeted pupils improves. Early intervention for wellbeing concerns. Reduction in persistent absenteeism.

All pupils have access to enrichment activities, regardless of financial background.	No pupil misses out on trips due to cost. Positive pupil feedback.

Activity in this academic year 2026 to 2027

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

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

Learning and Teaching

Budgeted cost: £ 29,350

Activity	Evidence that supports this approach
Providing high-quality interventions Targeted Early Years Support Speech and Language Links & POPAT interventions ELSA support and 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

Activity	Evidence that supports this approach
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 (phonics) 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)
Liaison with ALNCO, families, and external agencies	Multi-agency working ensures timely support; positive feedback from families and agencies in previous years.

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

Budgeted cost: £ *16,555*

Activity	Evidence that supports this approach
Providing high quality Social and emotional learning ELSA Staff TIPs Training Providing contributions to support residential stays for learners.	**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 needs or behavioural issues, than for universal interventions or whole school strategies For those families eligible for eFSM funding additional support will be provided by the school towards the cost of a residential.

Total budgeted cost: £ 45,905

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
Providing high-quality interventions	Range of interventions provided: ELSA, Language Links, Wellcomm, Sensory Circuits, Bucket Time, Nessy, Maths interventions	Well-being needs of individuals have improved. Individuals can listen to simple instructions and follow with support. All Nursery learners in 2025/6 are no longer requiring Wellcomm or Language Links in Reception
Developing excellence in the classroom	Within classes there is clear differentiation to	All learners are making progress at their pace.

	cater for each individual needs regardless of background.	Differentiation is clear in books and when listening to learners.
Developing family and community engagement	We have six (DBS accredited) members of the community that volunteer and support learners with reading, social interaction and physical development.	Improved reading ages of targeted pupils Increase in confidence of individuals. Social interaction and confidence have grown.
Providing high quality Social and emotional learning	ELSA support has been provided for 20 children during the year. Each has received a bespoke programme, that has progressed to ELSA group work and then check-ins as required	Pupils can share concerns and are given the confidence and time to talk things through in a supportive environment. Individual support has enabled pupils to settle at the start of the day when arriving dysregulated.

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
Phonics	Monster Phonics
Maths	SumDog (Sept 2026)