

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT  
**The Pear Tree Federation – Tongwynlais Primary School**

*This statement details our school's use of 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***

<b>Detail</b>	<b>Data</b>
School name	Tongwynlais Primary School
Number of pupils in school	192
Proportion (%) of PDG eligible pupils	45 (23.4%)
Date this statement was published	Sept 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Gareth James (EHT)
PDG Lead	Gareth James (EHT)
Governor Lead	Mike J-Pritchard (CoG)

**Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£ 53,765
<b>Total budget for this academic year</b>	<b>£ 53,765</b>

## Part A: Strategy Plan

### ***Statement of Intent***

The Pupil Deprivation Grant (PDG) is allocated to schools with learners who come from low income families who are currently eligible for free school meals (eFSM) and vulnerable learners, such as those who have been Looked After (CLA) continuously for more than six months. These learners are identified and their progress is robustly monitored in comparison to that of their cohort/ non-FSM learners. Appropriate intervention is implemented if the identified learners are at risk of not achieving age-related expectations. We make the best use of this funding to implement sustainable strategies to positively impact identified learners, as detailed below.

- *To promote the emotional wellbeing of all pupils through the use of Thrive/ ELSA/ Flourish and other such programmes*
- *To provide parent and carer programmes to support families in their ability to support the school's work*
- *To reduce the impact of poverty on vulnerable and disadvantaged learners*
- *To continue to raise standards in literacy, numeracy*
- *To provide early language interventions including speech and language programmes to ensure the progress of our youngest pupils*
- *To ensure teachers can accurately identify disadvantaged pupils who are not achieving the expected standards compared to their peers. To plan and deliver targeted interventions to accelerate progress for most pupils to help narrow the gap with their non-disadvantaged peers*
- *For teachers to apply the most appropriate intervention and accurately analyse the data to make sure the intervention is having a positive impact on progress*
- *To ensure all families/ pupils demonstrate good attendance habits in order to foster positive relationships and attitudes to learning*

## 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
<p><b>1. <u>Improving outcomes for wellbeing</u></b></p> <p>To accurately identify and support pupils with low self-esteem, poor emotional wellbeing and poor attitudes to learning</p> <p>To make sure disadvantaged pupils have access to appropriate interventions to improve their social and emotional skills</p>	<p>Thrive scores/ Flourish project observations/ Emotional Literacy Support (ELSA) and pupil wellbeing assessments will demonstrate that most pupil's emotional wellbeing and attitude to learning improves throughout the year. Listening to learners and pupil observations will show increased levels of engagement with learning in the classroom and improved outcomes. Some pupils will be removed from social and emotional support due to amount of progress made. There will be improved attendance for targeted pupils. There will be reduced instances of dysregulation/ exclusions from identified pupils. All staff will have been provided with updated training on supporting pupils with their social and emotional development</p>
<p><b>2. <u>Family Engagement</u></b></p> <p>To continue to develop relationships with parents/ carers of targeted pupils to support social and emotional strategies</p> <p>To improve attendance for targeted families which will in turn support good progress in learning and emotional wellbeing.</p>	<p>Whole school approach to mental health and wellbeing strategies such as Happy Healthy Cook starts will have had a positive impact on relationships with families and impact positively on social and emotional support for pupils</p> <p>Nearly all pupils will demonstrate improvements in attendance and punctuality and by the end of the year have attendance scores in line with school expectations.</p>
<p><b>3. <u>Accurate tracking, analyse and delivering of interventions for eFSM, ALN and EAL pupils</u></b></p> <p>To continue to use robust procedures to identify vulnerable pupils who are not achieving the same standards as their non-disadvantaged peers.</p> <p>To make sure disadvantaged pupils have access to appropriate interventions which will help them to make progress.</p>	<p>Pupil progress review meetings and trackers will demonstrate that most pupils make good progress from their relative starting points. Gaps between eFSM pupils and non eFSM pupils has narrowed for most eFSM pupils. EAL and ALN pupils demonstrate good progress with learning.</p>

## **Activity in this academic year**

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

- Flourish project for Year 6 pupils
- Whole class Thrive assessments to identify targeted pupils
- Programmes of individual and small group support provided to class staff to implement social and emotional support programme
- Individual pupils to be provided with bespoke ELSA support
- Individual pupils to be provided with Thrive support
- School staff to be trained on the impact of schools on vulnerable learners and the poverty strategy of the school
- Targeted pupils to receive intensive speech and language support (Language Links/ Wellcomm/ Speechlinks)
- Targeted pupils to receive LEXIA online reading intervention support
- Supplement costs to trips/ clubs to ensure that there is equity for all in accessing broader elements of the curriculum
- Attendance and late/ punctuality monitoring and analysis

## **Learning and Teaching**

Budgeted cost: £48,765

<b>Activity</b>	<b>Evidence that supports this approach</b>
Analysis of whole class assessments of need	Provides knowledge of children who may require additional support.
Individual programmes of support for identified pupils	Bespoke programmes enable pupils to make best possible progress. Analysis of programmes identifies those that are giving the best value for money. Training provided to ensure those delivering programme are confident in doing so.
Programmes supported in class and through withdrawal sessions	Interventions in class, such as Flourish/ Lexia and through withdrawal provide intensive support to accelerate progress. Analysis of standardised data and qualitative data supports use of programmes.
Individual support sessions with pupils to develop their Speech and Language skills – support provided to	Implementation of advice from Speech and Language professionals and assessment procedures closes the gap for those identified.

staff who work frequently with targeted pupils	
Training for a range of school staff	Professional development of all staff will enable support to continue beyond this current year

### Community Schools

Budgeted cost: £1,000

Activity	Evidence that supports this approach
Set up and run a Pear Tree Pantry at Tongwynlais	Provides food parcels for families and members of the community. Uptake over recent year has been high. Run by SLT and Rights respecting pupils on a fortnightly basis from the School house.
Uniform Sharing shed	Provides good quality second hand school uniform to families to reduce the need to purchase uniform. Regular donations required to supplement uniform that is taken. Run by rights respecting pupils and admin staff. Ensures that all pupils are in correct uniform.
Reading Sharing shed	Provides good quality reading books for all ages ensuring that families have access to different reading books throughout the school year. Run by TLR and rights respecting pupils.

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

Budgeted cost: £4,000, other costs included above

Activity	Evidence that supports this approach
School staff trained on the impact of poverty on disadvantaged learners	Professional development of all staff will enable support to continue beyond this current year
Supplementing of costs for residential/ trips etc	Ensuring equity of access to all aspects of school life for those who are disadvantaged allows for all pupils to be part of activities that enrich the curriculum and develop wellbeing through whole class activities.

**Total budgeted cost: £53,765** – there will likely be an overspend against the grant which will be covered by school budget

## **Part B: This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.**

### **1. Improving Outcomes for Wellbeing - Evaluation:**

There has been clear progress in supporting pupils' emotional wellbeing and attitudes to learning. Thrive and Flourish evidence, along with ELSA evaluations, indicate that the majority of targeted pupils show improved emotional literacy, resilience, and confidence. Staff observations and pupil voice evidence demonstrate increased engagement and more positive learning behaviours across most classes. Several pupils have been successfully stepped down from emotional and social interventions due to significant progress, evidencing the positive impact of targeted support. Attendance data for identified pupils also shows some improvement, suggesting that emotional support strategies are contributing to better readiness to learn.

Instances of dysregulation and among identified pupils have reduced, reflecting improved self-regulation and staff confidence in using supportive strategies. All staff have received updated training on social and emotional development, ensuring a consistent whole-school approach to wellbeing support.

Next steps:

- Continue to embed wellbeing strategies into classroom practice.
- Further develop early identification systems to prevent escalation of need.
- Sustain staff CPD through refresher sessions and coaching support.

### **2. Family Engagement - Evaluation:**

Relationships with families of targeted pupils have strengthened significantly. Collaborative work has been instrumental in building trust and improving communication between home and school. Attendance and punctuality data show improvements for most targeted pupils. Stronger parental engagement and working has had a direct and positive impact on pupil wellbeing, consistency, and learning progress.

Next steps:

- Maintain regular communication with families through structured check-ins and workshops.
- Continue collaboration with external partners (e.g., RHS) to ensure sustained family support.
- Monitor attendance closely and celebrate improvements to maintain motivation and engagement.

### **3. Accurate Tracking, Analysis and Delivery of Interventions for eFSM, ALN and EAL Pupils - Evaluation:**

Tracking systems for monitoring vulnerable groups have become increasingly robust and data-informed. Regular pupil progress meetings have ensured early identification of pupils requiring intervention. Evidence from progress trackers indicates that most eFSM, ALN, and EAL pupils are making good progress from their starting points.

The delivery of tailored interventions has been effective, with measurable improvements in academic outcomes, confidence, and classroom participation. Staff demonstrate greater confidence in analysing data and adapting provision to meet individual needs.

Next steps:

- Continue to refine intervention tracking to capture both academic and wellbeing outcomes.
- Strengthen links between class teachers, intervention staff, and families to ensure consistent support.
- Focus on sustaining progress and further closing the attainment gap for the most disadvantaged learners.