

Ty Sign Primary School

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	Ty Sign Primary School
Number of pupils in school	373
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	September 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Headteacher / Chair of Governors
PDG Lead	N. Long
Governor Lead	K. Smith

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£159850
Total budget for this academic year	£159850

Part A: Strategy Plan

Statement of Intent

At Ty Sign Primary School, our overarching aim is to ensure that all pupils, particularly those eligible for the Pupil Development Grant, achieve their full potential, both academically and socially. We are committed to removing barriers to learning caused by disadvantage and supporting pupils to become confident, resilient, and successful learners.

Our PDG strategy focuses on:

- *Raising attainment in literacy, numeracy, and basic skills.*
- *Improving attendance and engagement, particularly among disadvantaged learners.*
- *Supporting emotional well-being and readiness to learn through targeted ELSA (Emotional Literacy Support Assistant) provision and family engagement.*

Our approach is guided by three key principles:

1. **Equity** – Ensuring that every child has access to the support they need to thrive.
2. **Early Intervention** – Identifying needs quickly and providing timely, effective support.
3. **Whole-School Collaboration** – Embedding PDG strategy across all aspects of school improvement, with clear accountability and impact measures.

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
Improve outcomes in the Early Years by providing smaller class sizes, enabling high-quality teaching, early intervention and personalised support for disadvantaged learners	Early Years pupils, including those eligible for eFSM, make strong progress from their starting points. Assessment data demonstrates improved attainment in language, literacy and numeracy, with pupils well prepared for transition into Year 1. Smaller class sizes enable earlier identification of need and increased opportunities for targeted intervention.
Reduce persistent absenteeism, particularly amongst eFSM pupils	Persistent absenteeism decreases across the school, with a measurable reduction in the number of eFSM pupils with attendance below 90%. Attendance is monitored regularly and targeted interventions demonstrate improved attendance for identified pupils.
Narrow the attendance gap between eFSM and non-eFSM learners.	The attendance gap between eFSM and non-eFSM pupils reduces over the academic year through targeted family engagement, attendance monitoring and early intervention.
Improve reading attainment through a consistent whole-school approach to phonics, reading fluency and comprehension, supported by targeted intervention and high-quality reading resources.	The majority of disadvantaged pupils make expected or better progress in reading from their starting points. Assessment data demonstrates improved phonics knowledge, reading fluency, comprehension and reading age, contributing to a narrowing of the attainment gap. Monitoring demonstrates increased consistency in the teaching of reading and effective use of appropriately matched texts and resources.
Maintain strong progress in mathematics and phonics. .	Assessment data shows that disadvantaged learners continue to make at least expected progress in mathematics and phonics. The proportion of pupils achieving age-related expectations increases and attainment gaps continue to narrow.
Improve wellbeing, engagement and readiness to learn.	Pupils receiving wellbeing support demonstrate improved engagement, attendance and participation in learning. Staff assessments and pupil wellbeing measures indicate increased confidence, resilience and readiness to learn.
Ensure disadvantaged pupils access the full curriculum, including educational visits and enrichment opportunities.	All disadvantaged pupils are able to participate in educational visits, residential and enrichment activities regardless of financial circumstances. Participation rates for disadvantaged pupils are in line with those of their peers, and pupils report positive engagement with wider learning experiences.

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £102850

Activity	Evidence that supports this approach
Appointment of a Newly Qualified Teacher to reduce class sizes in the Early Years, enabling increased adult interaction, high-quality teaching and early identification of pupils requiring additional support.	Research indicates that reducing class sizes in the early years can improve outcomes for disadvantaged pupils by increasing opportunities for high-quality teacher-pupil interaction, personalised feedback and targeted support. Smaller classes enable earlier identification of additional learning needs and strengthen the foundations for future learning.
£8,000 investment in Monster Phonics and high-quality guided reading texts to strengthen the teaching of phonics, reading fluency and comprehension, directly supporting the school's SDP priority for improving reading outcomes.	A systematic and consistent approach to phonics, alongside access to appropriately matched, high-quality reading materials, supports pupils to develop decoding, fluency, vocabulary and comprehension. Investment in carefully sequenced resources ensures that pupils, particularly disadvantaged learners, have access to texts matched to their stage of reading development and supports consistency in the teaching of reading across the school.
Teaching Assistants deliver targeted, assessment-led interventions in literacy, reading fluency, numeracy and basic skills for identified disadvantaged learners.	The Education Endowment Foundation (EEF) reports that structured small-group and one-to-one interventions, delivered by trained staff, have a positive impact on pupil progress, particularly when linked closely to classroom teaching. Assessment data from 2025–2026 demonstrated that targeted intervention accelerated progress across reading, phonics and mathematics.
Teaching Assistants deliver targeted phonics and reading fluency interventions for pupils identified through assessment, using the school's agreed phonics approach and appropriately matched reading resources.	Whole-school assessment identified reading as the key priority for improvement. Evidence shows that systematic phonics and structured reading interventions improve decoding, fluency and comprehension, enabling pupils to access the wider curriculum.
Teaching Assistants provide ELSA and wellbeing interventions to improve pupils' emotional literacy, resilience and readiness to learn.	Research consistently demonstrates that supporting pupils' social and emotional development improves engagement, behaviour and academic outcomes. Early intervention enables pupils to access learning more successfully.
Teaching Assistants provide in-class support for disadvantaged learners to scaffold learning, address misconceptions and accelerate progress.	High-quality in-class support enables pupils to remain engaged with quality-first teaching and reduces gaps in attainment through timely intervention and effective feedback.

Community Schools

Budgeted cost: £25000

Activity	Evidence that supports this approach
Employment of a Family Liaison Officer to improve attendance, reduce persistent absenteeism and strengthen engagement	Strong home-school partnerships improve attendance, engagement and educational outcomes. Regular communication, home visits and targeted family support are particularly effective in reducing barriers for disadvantaged learners.

with disadvantaged families.	
Family Liaison Officer leads the Bore Da Breakfast Club, providing targeted support to improve punctuality, attendance and readiness to learn.	Breakfast provision improves punctuality, concentration, wellbeing and engagement, particularly for disadvantaged pupils who may face barriers to learning before the school day begins.
Family Liaison Officer coordinates multi-agency support and delivers pastoral and wellbeing interventions for vulnerable pupils and families.	Early intervention and coordinated support from external agencies help remove barriers to learning, improve wellbeing and strengthen family engagement with school.

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

Budgeted cost: £32000

Activity	Evidence that supports this approach
20% of the Deputy Headteacher's salary to lead provision for disadvantaged learners, including attendance, persistent absenteeism, standards, progress monitoring and evaluation of the impact of PDG funding.	Strong leadership is central to improving outcomes for disadvantaged learners. Robust tracking, monitoring and evaluation ensure that interventions are targeted effectively and resources are directed where they have the greatest impact.
Strategic monitoring of the progress and attainment of disadvantaged learners, ensuring timely intervention to close the attainment gap.	Effective use of assessment information enables schools to identify pupils requiring additional support and evaluate the impact of interventions, leading to improved outcomes.
Funding educational visits and transport to ensure all disadvantaged pupils can access the full curriculum and enrichment opportunities.	Access to enrichment activities supports personal development, wellbeing, aspiration and engagement while ensuring financial disadvantage does not limit participation.
Continued collaboration with the Education Welfare Officer and external agencies to improve attendance and support vulnerable learners.	Multi-agency working provides coordinated support for pupils experiencing complex barriers to learning and has been shown to improve attendance and wellbeing outcomes.

Total budgeted cost: £ 170,496

Measuring Impact

- Half-termly attendance analysis, including monitoring of persistent absenteeism and the attendance gap between eFSM and non-eFSM pupils.
- Termly assessment of disadvantaged pupils' progress in reading, mathematics and phonics, with intervention programmes adjusted in response to assessment information. Reading monitoring will evaluate the impact of Monster Phonics, guided reading resources and targeted intervention on phonics, fluency and comprehension.

- Regular monitoring of intervention impact through pupil progress meetings and provision mapping.
- Evaluation of wellbeing interventions using ELSA records, pupil voice, behaviour data and engagement measures.
- Monitoring participation of disadvantaged pupils in educational visits, enrichment activities and Bore Da Breakfast Club.
- Regular reports to governors evaluating the impact of PDG expenditure on attendance, attainment, wellbeing and closing the poverty-related attainment gap.
- Annual review of the PDG strategy (Summer 2027) to evaluate impact and inform priorities for the 2027–2028 academic year.

Part B: Review of outcomes in the previous academic year

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

The Pupil Development Grant had a positive impact on improving outcomes for disadvantaged learners by supporting high-quality teaching, targeted intervention, attendance, wellbeing and family engagement.

Teaching and Learning

Targeted intervention delivered by Teaching Assistants accelerated progress across literacy, numeracy, phonics and wellbeing. Whole-school assessment information demonstrates that pupils made positive progress across almost every year group, with phonics remaining a significant whole-school strength. Reception and Year 1 pupils made exceptional progress in phonics, while Year 6 pupils demonstrated substantial gains despite lower starting points. Mathematics remained the strongest curriculum area, with many pupils achieving age-related expectations or above. Reading continues to be the main priority for further improvement, although progress was evident across most year groups, particularly where targeted interventions were delivered.

Attendance and Family Engagement

The Deputy Headteacher and Family Liaison Officer worked closely with vulnerable families to improve attendance through rigorous monitoring, home visits, attendance meetings, first-day response systems and multi-agency working. Whole-school attendance remained above the school target at 92.1%. Although persistent absenteeism continues to present a significant challenge, targeted intervention successfully reduced the number of pupils within the severe persistent absenteeism category from 32 to 24. Thirty-five pupils improved their attendance during the year, with ten pupils moving above the 90% attendance threshold. These improvements were achieved through close partnership working with families, Education Welfare Services and external agencies.

Wellbeing

ELSA provision, family support, phased transitions and personalised wellbeing interventions improved engagement for vulnerable learners. Pupils experiencing social, emotional and mental health challenges benefited from bespoke support, enabling improved attendance, engagement and readiness to learn. Continued multi-agency working ensured that barriers to learning were addressed promptly for disadvantaged pupils.

Enrichment

PDG funding enabled disadvantaged learners to participate fully in educational visits and wider curriculum experiences, ensuring that financial circumstances did not prevent pupils from accessing enrichment opportunities alongside their peers.

Overall Impact

Evidence from assessment and attendance monitoring demonstrates that PDG funding has contributed positively towards narrowing the gap for disadvantaged learners. High-quality intervention has accelerated progress in literacy, numeracy and phonics, attendance systems have reduced severe persistent absenteeism for the most vulnerable pupils, and wellbeing support has improved engagement and readiness to learn. Reading attainment and persistent absenteeism remain priorities for continued improvement during 2026–2027.

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
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Catch Up Literacy	Catch Up Ltd
ELSA (Emotional Literacy Support Assistant) Training	Educational Psychology Service

Further information (optional)

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