

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 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	Bryn Primary School
Number of pupils in school	185
Proportion (%) of PDG eligible pupils	16%
Date this statement was published	May 2025
Date on which it will be reviewed	March 2026
Statement authorised by	J Khan – Headteacher
PDG Lead	J Khan – Headteacher
Governor Lead	D Gronow – Chair

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£42,550
Total budget for this academic year	£42,550

Part A: Strategy Plan

Statement of Intent

'Aspire, Believe, Challenge'

At Bryn Primary School, we are committed to ensuring every child achieves their full potential, regardless of background or circumstance. Our employment of Teaching Assistants is a strategic investment aimed at improving literacy and numeracy outcomes, particularly for our most vulnerable learners, including those eligible for Free School Meals (eFSM), Children Looked After (CLA), and disadvantaged groups.

We recognise the vital role that well trained and effectively deployed TAs play in breaking the link between poverty and educational attainment. Our approach focuses on delivering purposeful and progressive curriculum experiences that meet the individual needs of our pupils. By providing targeted interventions and maintaining robust tracking systems, we ensure consistent monitoring and tailored support for vulnerable learners.

Collaboration lies at the heart of our strategy. We provide dedicated joint planning time for teachers and TAs to share best practices and develop coordinated approaches to learning. Our TAs also support a broad range of educational activities beyond the classroom, such as Emotional Literacy sessions (ELSA),

art tuition, sporting opportunities, educational visits, and extra-curricular activities to enrich our pupils' educational experience.

We are committed to developing highly effective pedagogy that combines expert teacher directed practice with the valuable support of TAs, ensuring that all children receive the highest quality education. Furthermore, we invest in training for all staff on the importance of family engagement and foster strong partnerships with local nurseries and Early Years settings to promote continuity and progression in learning.

Through this strategic deployment of Teaching Assistants, we aim not only to raise educational standards but also to nurture confident, capable learners ready to thrive in their educational journey and beyond.

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, in order to shape positive futures
 - Nurturing success in order 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 outcome	Success criteria
Tailored intervention programs lead to measurable improvements in literacy and numeracy skills.	<ul style="list-style-type: none"> • Improved literacy and numeracy assessment outcomes (personalised assessments) • Demonstrable progress in reading and math skills, with particular focus on eFSM, CLA, and vulnerable learners. • Regular use of evidence-based literacy and numeracy interventions by TAs.
Closing the Attainment Gap	<ul style="list-style-type: none"> • Measurable impact for pupils accessing the ELSA programme (evident through PASS data) • Narrowing of the achievement gap between disadvantaged learners and their peers, shown through termly tracking data. • Targeted support and interventions in place for eFSM, CLA, and vulnerable learners with measurable impact.
Purposeful and Progressive Learning Experiences	<ul style="list-style-type: none"> • Curriculum planning documents reflect clear progression and purposeful learning activities. • Lesson observations show engagement and developmentally appropriate teaching practices. • Positive pupil feedback on learning activities and experiences.
Effective Collaboration and Best Practice Sharing	<ul style="list-style-type: none"> • Regularly scheduled joint planning sessions between teachers and TAs documented and attended.

	<ul style="list-style-type: none"> • Evidence of shared strategies and best practices being implemented in classrooms. • Consistent high quality teaching as reported through peer reviews and monitoring through Excellence in Teaching Framework
Enriched Educational Opportunities	<ul style="list-style-type: none"> • Increased participation in extracurricular activities supported by TAs (e.g., music tuition, sports, educational visits). • Feedback from pupils and parents reflecting enrichment and engagement beyond the classroom. • Records of after-school clubs and enrichment programs facilitated by TAs.
High-Quality Teaching and Learning	<ul style="list-style-type: none"> • Observations and evaluations demonstrate effective teacher-led instruction supported by TAs • Tracked intervention programmes with measurable impact on standards including improved pupil wellbeing • Positive pupil outcomes aligned with high-quality pedagogy principles. • Staff training records show ongoing professional development focused on pedagogy and TA deployment.
Increased Family Engagement	<ul style="list-style-type: none"> • Evidence of increased parent/carer involvement in school activities and learning support. • Communication logs showing consistent family-school partnership activities
Seamless Transition and Partnership Working	<ul style="list-style-type: none"> • Formal collaboration agreements with local nurseries and Early Years settings in place. • Shared planning and transition records confirming smooth handover of pupils. • Positive feedback from parents and Early Years settings regarding transition processes.

Activity in this academic year

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

Teaching Assistants and Intervention Programmes

Funding will support the employment of Teaching Assistants who will deliver targeted intervention programmes, including the Emotional Literacy Support Assistant (ELSA) programme. This allocation also covers updated, accredited training to ensure that TAs maintain high standards of expertise and effectiveness. These interventions are designed to enhance learners' emotional wellbeing and resilience, enabling improved engagement and academic progress.

Taith 360 Assessment Tracker

We will continue our investment in the Taith 360 assessment tracker, a robust and user-friendly tool that allows staff to monitor the academic progress and wellbeing of all pupils in real time. This system

facilitates early identification of learners who may require additional support, ensuring timely and appropriate interventions that promote equity and inclusion across the school community.

‘Sensory Spaces’ Supporting Wellbeing in Early Years

To nurture a positive and supportive learning environment, we will equip all early years classrooms with resources to develop ‘calm cwtch’ spaces. These areas provide children with a dedicated, calming environment to support emotional regulation, reduce anxiety, and enhance readiness to learn, which is essential in the early years of education.

Nessy Intervention Suite and Dyslexia Screener

We will also invest in the Nessy Intervention suite, a comprehensive package of literacy and numeracy programmes tailored to support pupils with diverse learning needs. Complementing this, the Dyslexia Screener will be implemented to facilitate early identification of pupils showing signs of dyslexia. Early detection and targeted support are critical to improving literacy outcomes and ensuring all learners have equitable access to the curriculum.

Through these planned investments, we aim to foster an inclusive learning environment that supports academic achievement, emotional wellbeing, and the holistic development of every child.

Flourish Programme

The Flourish programme will further support the emotional and social development of our learners. This evidence-based programme aims to build resilience, promote positive mental health, and equip pupils with essential coping strategies, thereby contributing to a nurturing school environment where all children can thrive.

Art Coach

A portion of our PDG funding employs an art intervention coach, working alongside teachers to enhance the quality of art teaching and learning across the school. This investment will help raise standards in creative expression, boost pupil confidence, and provide opportunities for all learners, including vulnerable groups, to develop their imagination, fine motor skills, and sense of achievement through art.

Jigsaw Scheme of Work

A comprehensive programme designed to support pupils’ personal, social, and emotional development. Through Jigsaw, learners will gain a stronger understanding of emotional wellbeing, relationships, and resilience. This will have a positive impact on behaviour, self-regulation, and overall engagement in learning. Vulnerable learners, in particular, will benefit from the structured approach to developing emotional literacy and a sense of belonging within the school community.

Through these planned investments, we aim to foster an inclusive learning environment that supports academic achievement, emotional wellbeing, and the holistic development of every child.

Learning and Teaching

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
Flourish Programme £1,500	The <i>Flourish Approach</i> is an evidence-based framework that supports pupils’ wellbeing, resilience, and engagement through a focus on belonging, emotional literacy, and personal growth. Rooted in research on positive education and wellbeing, it aligns with the Curriculum for Wales and helps remove barriers to learning, particularly for vulnerable learners. Schools using this approach report improved attendance, motivation, and emotional regulation, creating a more inclusive and supportive learning environment where all pupils can thrive.
Taith 360 Assessment Tracker £989.40	The <i>Taith 360 Assessment Tracker</i> is an evidence-informed tool designed to monitor and support pupils’ progress across the Curriculum for Wales. It provides a clear picture of individual learner development, helping teachers identify strengths and areas for improvement. By tracking wellbeing and academic achievement together, Taith 360 ensures that all learners, including vulnerable groups, receive timely, targeted support. This approach promotes equity, informs effective teaching, and helps every pupil make meaningful progress on their learning journey.
Sensory Spaces	Creating sensory and calm spaces in classrooms supports pupils’ emotional regulation, concentration, and overall wellbeing. Research shows that calm,

£1,088	sensory-friendly environments help reduce anxiety and improve engagement, particularly for learners with additional learning needs or sensory sensitivities. These spaces provide pupils with a safe area to refocus and manage their emotions, leading to improved behaviour, readiness to learn, and a more inclusive classroom environment where every child can thrive.
Nessy Intervention/Dyslexia Screener £829.00	The Nessy Intervention and Dyslexia Screener provides targeted support for pupils with literacy difficulties, helping to identify specific learning needs early and deliver effective, evidence-based interventions. By focusing on phonics, spelling, and reading fluency through engaging, adaptive activities, Nessy builds confidence and essential literacy skills. This approach ensures that all learners identified receive personalised support, leading to improved reading outcomes and greater access to the wider curriculum.
Art Coach £595.00	The Art Coach enables staff to enhance their confidence, skills, and creativity in teaching art across the curriculum. Through professional coaching and modelling of effective practice, teachers gain new strategies to plan and deliver engaging, high-quality art lessons. This upskilling supports the development of pupils' creativity, self-expression, and fine motor skills, while also boosting confidence and inclusion, particularly benefiting vulnerable learners who thrive through hands-on, expressive learning experiences.
Jigsaw Scheme of Work £716.40	The Jigsaw Programme is a comprehensive, evidence-based scheme that supports pupils' personal, social, and emotional development. It promotes emotional literacy, resilience, and positive relationships through structured, age-appropriate lessons. By embedding wellbeing and mindfulness into the curriculum, Jigsaw helps pupils understand and manage their feelings, leading to improved behaviour, self-regulation, and readiness to learn. This consistent approach benefits all learners, particularly vulnerable pupils, by fostering a sense of belonging and emotional security within the school community.
Employment of Teaching Assistants £36,832.20	The employment of Teaching Assistants (TAs) through PDG funding provides targeted support to raise standards and close the attainment gap for vulnerable learners. Research, including the Education Endowment Foundation (EEF), shows that when TAs are effectively trained and deployed, they make a significant impact on pupil progress, particularly in literacy, numeracy, and emotional wellbeing. By delivering focused interventions, supporting classroom learning, and providing personalised assistance, TAs help remove barriers to achievement. This approach ensures that all learners, especially those from disadvantaged backgrounds, receive the support they need to make sustained progress and reach their full potential.

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

PDG outcomes

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

The ELSA (Emotional Literacy Support Assistant) programme, funded through our PDG allocation, had a significant positive impact on pupils' wellbeing across the school. Through structured, evidence-based sessions, trained ELSAs provided targeted emotional support to help learners understand and manage their feelings, build resilience, and develop positive relationships. Pupils who received ELSA support demonstrated improved confidence, self-regulation, and engagement in learning, which led to greater classroom participation and overall progress.

By investing PDG funding in ELSA provision, the school strengthened its capacity to meet the emotional and social needs of vulnerable learners, including those eligible for free school meals or experiencing adverse childhood experiences. The impact was clearly reflected in the PASS survey results, where 100% of classes were rated GREEN, indicating strong levels of wellbeing, positive attitudes to school, and emotional readiness for learning. This support improved attendance, reduced barriers to achievement, and contributed to a more nurturing and inclusive school environment where all pupils could thrive.

The employment of Teaching Assistants (TAs) through PDG funding had a significant impact on raising standards in literacy and numeracy across the school. Trained TAs delivered high-quality, targeted interventions using the Sounds-Write phonics programme and the Nessy literacy intervention, providing structured, evidence-based support to pupils who required additional help with reading, spelling, and phonological awareness. As a result, learners made accelerated progress in decoding, fluency, and spelling accuracy, with increased confidence and independence in reading and writing tasks.