Hywel Dda Primary School
PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT
2026-2027

This statement details our school's strategy and planned use of the PDG for the 2026 to 2027 financial and academic year.

Detail	Data
School name	Hywel Dda Primary School
Pupil Admission Number	420 + 64 place nursery
Number of pupils in school (Sept 2026)	340
Proportion (%) of PDG-eligible pupils	3 rolling year av: 60.6%
Date this statement was published	Sept 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body of Hywel Dda
PDG Lead	Karen Flynn
Governor Lead	Fran Williams

Funding Overview

Detail	Amount
PDG and EYPDG funding allocation	£
PDG smoothing grant	£
Total budget for this academic year	**£**

Part A: Strategy Plan
Statement of Intent

The intention of our use of the PDG and EYPDG is to develop the four purposes for all pupils through providing equity in both opportunity and experience to those who are more vulnerable, with excellence in all areas.

At Hywel Dda we intend to use the PDG and EYPDG to eliminate or overcome barriers to excellent progress and high levels of health and wellbeing for all vulnerable pupils, but especially those at Pupils eligible for free school meals and those from low income households



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
Most pupils make good progress, and a many make very good progress in literacy, numeracy and digital competence	○ Pupil progress reviews and pupil tracking systems show that most pupils make at least the expected progress ○ Pupil progress reviews and pupil tracking systems show that over 50% of pupils make progress above the expected progress ○ Literacy skills of pupils needing targeted provision show very good improvement
Overall school attendance is at least 90%, and the gap between pupils with and without entitlement to free school meals is within 4%	○ Attendance data each term shows minimum 90%, but ideally over 90%
Most parents and carers have good relationships with school staff and are actively involved in their child's education	○ Most parents attend parents' evening ○ Most parents attend school events such as class assemblies ○ Many parents attend at least one family-engagement event or workshop ○ Nearly all parents feel communication between school and home is good and feel involved in the child's education and the life of the school.
Most pupils have high or improving levels of emotional health and wellbeing, leading to good attitudes to learning and behaviour	○ Thrive data shows most pupils make progress in their Thrive profile ○ Pupils requiring an individual Thrive action plan make progress in their individual Thrive assessments ○ There are very few PSPs and fixed-term exclusions ○ Nearly all pupils are highly engaged in their learning ○ Most pupils have very good attitudes to learning and behaviour ○ Nearly all children report liking school and feeling safe in school
The curriculum includes a broad range of learning experiences to which all pupils have equal access	○ Nearly all pupils take part in at least 3 educational visits this academic year ○ Pupils benefit from extra activities within the school aimed at developing emotional skills of resilience, co-operation, independence, perseverance, problem-solving ○ Pupils report that the learning experiences in the curriculum help make them feel emotionally and mentally well

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 Progress

Activity	Evidence that supports this approach
Staffing for in-class and targeted support, including reading, phonics, spelling, emotional health and wellbeing, TAs £240,200	▪ Pupil-progress data reviews and school-based progress data ▪ Research on the science of learning to read and other basic skills ▪ EEF research and other into most beneficial interventions etc. e.g. Language Links, Wellcom, Rapid Readers, Sound Discovery ▪ Research on brain development, trauma, ACEs, etc.
Educational Visits and Trips subsidies. 7 year groups x 3 trips = 21 trips at £180 = £3,780	▪ multiple evidence bases
Resources for basic skills teaching, interventions, catch-up programmes and play-based learning : £10,000	▪ multiple evidence bases

Community schools and attendance

Activity	Evidence that supports this approach
Family Engagement Officer and resources • Salary (£31,926 - *£13, 468 from Family Engagement Grant* = £18,458)* • Resources = £400 **not yet confirmed from 01.09.25*	▪ Education Endowment Foundation - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement ▪ WG FACE Toolkit and Community Focused Schools Guidance
Attendance: ▪ Member of staff to action first-day response strategy ▪ Resources/rewards to promote good attendance	▪ £15,636 (50% of admin assistant salary) ▪ £800

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

Activity	Evidence that supports this approach
Staffing for Forest Schools £29,006	▪ https://www.forestschooltraining.co.uk/forest-school/research/
Extra-curricular clubs: £1000 ○ Football with CCFC ○ Kinetic Theatre Group	▪ multiple evidence bases

PDG and EYPDG: Total budgeted cost: £319,280



Part B: Review of outcomes in the previous financial year of 2024-2025



PDG outcomes

The main impacts that our PDG activity had on pupils in the 2023 to 2024 academic year.

Strengths at the end of the year were:

- The majority of pupils made good or better progress in reading (pupil progress reviews)
- ESTYN noted: "Most pupils start school with literacy, numeracy and social skills below those expected for their age. As they move through the school, most pupils, including those eligible for free school meals, make good progress from their starting points. Most pupils with additional learning needs (ALN) make strong progress over time against their individual targets."
- Interventions ran consistently for pupils who needed targeted support, with improved progress and impact rates for many pupils.
- Thrive continued as an intervention, both for individuals and small groups with emotional health and wellbeing needs
- Dosbarth Enfys continued, with excellent progress seen, for ALN pupils with complex needs in Years 2 and 3
- During the first two terms of 2024-2025, attendance has increased, reaching over 90% each term.
- All pupils experienced at least 3 educational visits or visitors (1 per term) without cost
- Family Engagement and our Community-Focused School aims have continued to grow and developed throughout the year, with greater increase from a wider range of parents and carers. A dedicated Family Engagement Officer, funded 50% PDG and 50%, enables this. We have opened Hywel's Hut as a community pantry, and are providing a wide range of courses for parents and carers, as well as drop-in advice and support services:

    - Advice and support services:
        - Cardiff Family Gateway Contact Officer based in school every Wednesday morning – appointments and drop-ins for families every week, with pathways to the most effective support identified
        - Two Cardiff Family Gateway Family Help Officers based in cluster and doing direct support work with families
        - Riverside Money Advice centre – regular drop-in clinics
        - School Nurse drop-in clinics
        - Peer-to-peer support for families with Children's Services involvement
        - Cardiff Connectors drop-in coffee mornings for families of children on the Neuro-Developmental pathway
        - Welsh Water support with water bills

- Cost of living support:
    - Cooking on a budget 4-week courses, including ingredients, food vouchers and an air fryer per family
    - Shopping on a budget course
    - Hywel's Hut – Community Food Pantry with a range of fresh, frozen and
    - Food Hour recipe bags

- Courses: parenting and aspirational
    - Level 1 and level 2 Child Psychology
    - Level 1 Managing Children's Behaviour
    - Level 3 Safeguarding
    - Level 1 Introduction to ASD
    - Level 1 Introduction to ADHD
    - Level 2 Supporting learning and teaching in schools qualification – beginning May 2025

The most significant areas for further improvement, at the end of this PDG cycle, were:

- Attendance remains significantly below pre-covid levels:
    - Whilst attendance is improving, with Sept 24 – April 25 being over 90%, we remain below the Wales average of 92.2%.
    - n 23-24, our attendance improved to 88.9%, and was in line with schools of similar size and context (our family of schools). However, the Welsh average was 92.2%. Our school attendance remains significantly below the pre-covid attendance

The effective use of the PDG ad EYPDG was quality-assured and scrutinised by ESTYN in our inspection in February 2024, where they stated:

School leaders manage finances well. They prioritise raising standards and providing additional support in literacy, numeracy and well-being. Governors understand how funding, including the pupil development grant, is used to provide exciting opportunities for pupils. For example, the school funds an after-school theatre group to provide pupils with the opportunity to learn new skills.