

SOFRYDD 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	Sofrydd Primary School
Number of pupils in school	118
Proportion (%) of PDG eligible pupils	34.75%
Date this statement was published	07.09.2026
Date on which it will be reviewed	01.04.2027
Statement authorised by	Mrs Sarah Truelove Roque
PDG Lead	Mrs Helen Hickinbottom
Governor Lead	Mrs Debbie Field

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£51,750
EYPDG funding allocation this academic year	£16,100
Total budget for this academic year	£67,850

Note: Other grants and the core school budget may also support activities and opportunities identified within the wider school improvement priorities. This statement focuses primarily on the use of PDG and EYPDG funding, whilst recognising the contribution of aligned grant-funded provision that support disadvantaged and vulnerable learners.

Part A: Strategy Plan

Statement of Intent

At Sofrydd Primary School, we are committed to ensuring that all learners, regardless of socio-economic background, have equitable opportunities to achieve, participate and thrive.

Our Pupil Development Grant funding is used strategically to reduce the impact of poverty and disadvantage on educational outcomes. Funding is targeted towards learners who experience barriers to learning, including learners eligible for free school meals, care-experienced children, vulnerable learners and those requiring additional support to achieve their potential.

For 2026-2027, PDG and EYPDG funding will primarily support the deployment of additional intervention staff from Nursery to Year 6. This support will focus on improving literacy,

numeracy, communication and language development, reading comprehension and emotional literacy through daily targeted intervention programmes.

Our approach is underpinned by:

- Early identification of need.
- High-quality targeted intervention.
- Consistent monitoring of learner progress.
- Strong wellbeing support.
- Evidence-informed practice.
- Effective collaboration with families and professionals.

We will monitor the impact of funded provision through pupil progress reviews, assessment information, wellbeing measures, attendance data, intervention records and learner voice to ensure support remains responsive to identified need and secures improved outcomes for learners affected by disadvantage.

School self-evaluation, assessment information and pupil progress data indicate the following barriers affecting some learners:

1. Gaps in literacy attainment.
2. Gaps in numeracy attainment.
3. Delayed communication and language development on entry to school.
4. Difficulties with emotional literacy, resilience and self-regulation.
5. Attendance and wellbeing factors impacting engagement.
6. Additional barriers experienced by vulnerable learners and care-experienced children.
7. The need to ensure all learners can access timely intervention and support matched to individual need.

Our key principles are:

- Improve pedagogy and provision in language, literacy and communication and mathematics, with
- a clear focus on reducing the impact of disadvantage on attainment and progress.
- Strengthen pupils' independent application of literacy and numeracy skills across the curriculum.
- Maintain an inclusive culture that identifies and removes barriers to learning, participation and wellbeing.
- Use robust self-evaluation and professional learning to ensure resources are targeted where they have greatest impact.

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
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Improve literacy and numeracy outcomes for identified learners in Years 1-6.	Targeted learners demonstrate measurable progress in literacy and numeracy from individual starting points.
Improve reading comprehension skills.	Assessment information demonstrates improved reading comprehension, inference and understanding.
Improve emotional literacy and readiness to learn.	Learners demonstrate increased confidence, engagement, resilience and self-regulation.
Improve communication and language skills in Nursery and Reception.	Learners make accelerated progress in communication, language and vocabulary development.
Improve outcomes for vulnerable and care-experienced learners.	Attendance, engagement and progress information demonstrate improved outcomes.
Strengthen leadership capacity and professional learning.	Evidence demonstrates improvements in teaching practice and provision arising from professional learning.

Activity in this academic year

The following activity sets out how Sofrydd Primary School intends to use its grant allocation during 2026 to 2027 to address the challenges identified in the school's self-evaluation and pupil progress data. These Identified challenges:

- Gaps in literacy attainment.
- Gaps in numeracy attainment.
- Delayed communication and language development on entry to school.
- Difficulties with emotional literacy, resilience and self-regulation.
- Attendance and wellbeing factors impacting engagement.
- Additional barriers experienced by vulnerable learners and care-experienced children.
- The need to ensure all learners can access timely intervention and support matched to individual need.

Priority 1: Learning and Teaching

Years 3-6 intervention programme PDG £36,200

Years 1-2 intervention programme PDG £15,550

Communication and language support EYPDG £16,100

Activity	Evidence that supports this approach
Release grant funded staff to deliver daily targeted intervention for identified learners in Years 3-6	Support will focus on • literacy development and reading comprehension strategies • Numeracy intervention • Emotional literacy and Individual intervention support plans Based on EEF evidence which indicates that small-group tuition can have a moderate positive impact on pupil progress

Release grant funded staff to provide daily intervention support for identified learners in Years 1-2	Identified learners in Years 1 and 2 received targeted intervention support in Reading Maths and Emotional literacy . Research from EEF demonstrates that early literacy intervention and structured phonics support have a positive impact on reading development, particularly for disadvantaged learners who require additional support to secure early reading behaviours.
Additional staffing to deliver communication and language interventions for targeted pupils in Nursery and Reception	Nearly all identified learners received daily communication and language intervention support. As a result, learners will demonstrate improved language acquisition, increased vocabulary development, improved communication skills.

Priority 2: Wellbeing, Care, Support and Guidance

Activity	Evidence that supports this approach
ALN Leadership Development Release time for ALNCO and Learning Resource Base Lead to: - Attend professional learning opportunities - Visit specialist settings - Attend ALN forums - Strengthen implementation of ALN reform across the school and sharing of best practice	Leadership capacity is strengthened, resulting in improved provision for learners with additional learning needs. - Enhanced staff expertise - Improved ALN provision - Strengthened implementation of ALN systems and processes - Improved support for learners requiring additional learning provision
Nurture and Wellbeing Provision Provide targeted nurture provision for identified pupils with School Based Individual Development Plans requiring additional social, emotional or behavioural support	Targeted pupils access high-quality nurture provision that supports wellbeing. Engagement and participation in learning. As a result, attendance will improve, emotional regulation and increased participation in learning will improve.

Priority 3: Leading and Improving

Activity	Evidence that supports this approach
Release time for Area of Learning and Experience leaders to: - Engage in professional learning - Collaborate with other schools - Share effective practice - Produce impact reports linked directly to SDP priorities	Professional learning leads to improved classroom practice and improved outcomes for vulnerable learners. As a result, there will be; - Evidence of improved classroom practice. - Greater consistency in provision across the school. - Effective dissemination of professional learning. - Improved outcomes for targeted learners.

Total budgeted cost: £67,850

Monitoring and Evaluation

Reading, communication and language. Emotional literacy and intervention impact will be evaluated through termly assessment cycles and pupil progress meetings.

Part B: Review of outcomes in the previous academic year (2025-2026)

Activity	Impact
Years 3-6 Literacy, Numeracy and Emotional Literacy Intervention PDG Funding £33,000	The impact of this provision was evident in improved outcomes across several cohorts. Reading standards improved in all classes from Year 3 to Year 6, with the strongest gains seen in Year 5 where attainment increased from 44% to 69% (+25 percentage points). Year 6 reading outcomes improved from 55% to 60%, whilst procedural numeracy and mathematical reasoning also improved.
Additional intervention staffing provided targeted support for vulnerable learners, learners with ALN and pupils eligible for eFSM across Years 3-6. Intervention focused on reading comprehension, literacy, numeracy and emotional literacy.	The most significant impact was seen among pupils eligible for eFSM. In Year 6, the proportion of eFSM learners achieving age-related expectations increased by 18 percentage points in reading, 28 percentage points in procedural numeracy and 27 percentage points in mathematical reasoning. Similar improvements were evident within Year 5 reading outcomes. This contributed to a reduction in attainment gaps between vulnerable learners and their peers.
Nurture Provision and Additional Learning Provision PDG Funding £11,230 Teacher Post Supporting Nurture Provision: £48,100	Whole-school outcomes showed that 67% of pupils achieved age-related expectations in reading and 62% achieved age-related expectations in mathematics by Summer 2026. Among eFSM pupils, 54% achieved age-related expectations in reading and 55% in mathematics
Funding supported a dedicated nurture provision for pupils with identified social, emotional and behavioural needs and enabled additional curriculum and intervention support through small-group provision.	During 2025-2026, twelve pupils with School-Based Individual Development Plans accessed nurture provision. Of these twelve learners, eleven demonstrated measurable progress against their individual targets. School monitoring also evidenced a reduction in exclusions, improved attendance and increased engagement in learning among pupils accessing nurture provision.
Early Years Communication and Language Support EYPDG Funding £9,200	The nurture provision enabled pupils to remain successfully included within the school community whilst accessing targeted support matched to their individual needs. This contributed positively to wellbeing, readiness to learn and participation across the curriculum.
Additional staff provided targeted intervention for vulnerable learners and pupils with ALN in Nursery, reception and the Early Years	By Summer 2026, 45% of Reception pupils had progressed to Read Write Inc. Set 2 or above and 45% achieved age-related expectations in Language, Literacy and Communication. Most pupils made suitable progress from their starting points and were increasingly prepared for successful transition into Year 1.
	In Year 1, 65% of pupils progressed to Read Write Inc. Set 2 or above and most pupils made appropriate progress in early

**Additional Learning Needs
Leadership and
Development
ALN Implementation Grant
Funding: £3,885**

Grant funding enabled the ALNco to attend statutory duties, professional learning and professional forums over the academic year

Professional Learning and School Improvement Funding supported staff professional learning, pupil progress meetings and collaborative planning linked to School Development Plan priorities.

reading, literacy and mathematics from their starting points. Intervention and targeted support contributed to improved phonological awareness, reading fluency and confidence.

This strengthened leadership capacity and supported implementation of ALN reform across the school. Increased collaboration with external agencies and professional networks supported the development of effective provision and improved systems for identifying, reviewing and supporting learners with additional learning needs.

As a result, the ALNCO has presented a range of professional learning at LASIS events

Professional learning focused on improving provision in literacy, numeracy, intervention delivery and support for disadvantaged learners. Regular pupil progress meetings ensured that vulnerable learners were identified quickly and that intervention support remained responsive to need. Professional dialogue and the use of assessment information enabled leaders to target resources effectively and adapt provision where required.

School self-evaluation identified that vulnerable learners, particularly pupils eligible for eFSM, benefited from targeted support and intervention. Strongest impact was evident in Years 5 and 6, where improvements in reading and mathematics contributed to narrowing attainment gaps between groups.