



## LLANGAN PRIMARY SCHOOL

### Pupil Development Grant Strategy Statement

#### PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT 2025-26

##### Mission Statement:

“*Dring yn Uchel, Dring yn Uwch*” (Climb high, climb higher) reflects our commitment to fostering positive relationships and high aspirations for all. We believe every individual can discover, develop, and achieve their full potential to take their place in our ever-changing world.

At Llangan Primary School, the **Pupil Development Grant (PDG)** is used to benefit all learners, with a particular focus on reducing the impact of poverty on educational attainment. While pupils eligible for free school meals (eFSM) are a key group for PDG accountability, we do not label pupils or place limits on their potential. This grant is one of many tools we use to help **all learners thrive**.

This statement outlines our strategy for the 2025–26 academic year, including how we intend to spend the funding and the impact of previous spending.

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

##### School Overview

Detail	Data
School Name	Llangan Primary School
Number of pupils in school	120 (not including 3s)
The proportion of PDG eligible pupils	6.1% ( a 1.3% decrease from last year.)
Date this statement was published. (Governors meeting 2.10.25)	21.10.26
Date on which it will be reviewed	Half Termly
Statement authorised by	A Tiffin
PDG Lead	J Griffiths

Governor Lead	A Tiffin
---------------	----------

## Funding Overviews

Detail	Amount
PDG funding allocation this academic year (funding to be spent by 31 <sup>st</sup> March 2025)	£10,236

## Part A: Strategy Plan Statement of Intent

All pupils, regardless of background, will experience rich learning opportunities that enable better-than-expected progress across the six Areas of Learning and Experience (AoLEs). Teaching and learning will be adapted to meet diverse needs, and intervention strategies will be used effectively.

### Key principles for success:

- Equality of opportunity
- Adaptability and flexibility
- Stability and consistency
- Parental and community involvement
- Well-defined goals and shared responsibility

## *Intended Outcomes*

This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Breaking the Link Between Disadvantage and Educational Attainment</b>	All pupils will have equal access to opportunities and experiences within the school environment.

<b>Adapted Pedagogy for Enhanced Learning</b>	<p>Teachers will effectively adapt their teaching strategies to cater to the diverse needs of all learners.</p> <p><i>Outcome:</i> Many pupils who are currently underperforming will demonstrate better-than-expected progress across the six areas of learning, showcasing a broad range of knowledge and skills.</p>
<b>Clear Learning Pathways for Pupils</b>	<p>Pupils will understand their individual learning journeys and know the next steps required for improvement.</p> <p><i>Outcome:</i> Most pupils will be able to articulate what they need to do to enhance their work.</p>
<b>Equitable Opportunities for eFSM Pupils</b>	<p>Pupils eligible for free school meals (eFSM) will have equal opportunities to achieve their full potential, particularly in English and Maths.</p> <p><i>Outcome:</i> The majority of our eFSM pupils will demonstrate strong progress relative to their starting points, as measured by tracking systems, teacher assessments, self-assessments, and impact assessments.</p>
<b>Wellbeing Support for eFSM Pupils</b>	<p>eFSM pupils will not be adversely affected by issues at school or at home that may impact their wellbeing.</p> <p><i>Outcome:</i> Most eFSM pupils receiving support from the Emotional Literacy Support Assistant (ELSA) will show significant progress in their learning, exhibit positive attitudes towards learning, and demonstrate improved wellbeing.</p>

Activity in this academic year: These details how we intend to spend our PDG this academic year to address the challenges listed above. Learning and Teaching Budgeted cost: £5,500.

Intended Outcome	Activity	Resource
<b>Breaking the Link Between Disadvantage and Educational Attainment</b>	<p>All pupils will have equal access to opportunities and experiences within the school.</p> <p>Funding for educational trips and residentials that enhance learning.</p>	<p>Total cost of trips. London one voice £50.</p> <p>Y6 London Trip Imperial War Museum £55.</p>

<p><b>Equal Opportunities for eFSM Pupils</b></p>	<p>eFSM pupils will have the same opportunities to reach their potential as non-eFSM pupils, particularly in raising attainment in English and Maths.</p> <p>Most eFSM pupils will demonstrate strong progress relative to their starting points, as measured by our tracking systems, teacher assessment data, self-assessments, and impact assessments.</p>	<p>Ed Shed (Spelling) Mathletics (Maths) Cost of resources</p>
<p><b>Support for eFSM Pupils' Wellbeing</b></p>	<p>eFSM pupils will not be adversely affected by issues at school or home that impact their wellbeing.</p> <p>Most eFSM pupils receiving support from ELSA will show strong progress in their learning, exhibit positive attitudes towards learning, and demonstrate improved wellbeing.</p>	<p>HLTA delivering ELSA, TALK ABOUT, and Lego Therapy (1 day) TA deployed to deliver weekly outdoor learning sessions</p>
<p><b>Strengthen parental involvement in learning to improve pupil outcomes</b></p>	<p>Host termly parent workshops focused on supporting learning at home (e.g. reading, maths strategies, wellbeing)</p> <p>Provide access to wellbeing resources and signposting to support services</p>	<p>Staff-led sessions, printed guides, digital resources</p> <p>ELSA-led parent sessions, Motional insights, school website links</p>

	Build strong partnerships with families to support inclusive learning	
--	---	--

## External Support the School Will Access

To support Priority 3 (Health & Wellbeing), the school will engage with the following external partners and training opportunities:

- **Motional Training** for the Health & Wellbeing Lead to enhance emotional tracking and intervention planning.
- **Anti-Racism Training** for the Headteacher and Health & Wellbeing Lead to support inclusive curriculum development.
- **Neurodiversity Training** for staff through cluster collaboration to improve inclusive teaching practices.
- **Community Engagement:** Inviting speakers and role models from protected/vulnerable groups to enrich pupil understanding and representation.