Gwaunfarren Primary School
PDG Spending Plan 2026 - 27
Grant Total: £73,710
Grant Spend: £80,248

We are required by the Welsh Government to publish how we spend our PDG. The PDG is the grant that the Welsh Government allocate to each school in Wales in order to ensure that the school does all that it can to close the achievement gap between those children who are eligible for free meals (eFSM) and those children who are not. In Gwaunfarren Primary School, approximately 19% of the children are eligible for free school meals.
As a school we have agreed the following three steps:

1. to identify the target group of pupils, its characteristics and needs
2. to plan interventions which make the most effective use of resources
3. to monitor and evaluate the impact of resources

What – *focus for improvement*	**Actions** *For Staff and for SLT*	**Success criteria** *What will you see? Pupils/Parents…….*	**Monitoring** ***What? Who? When?***	
Strengthen family engagement and reduce barriers to attendance, wellbeing and learning for pupils affected by socio-economic disadvantage through targeted Family Liaison support.	○ Maintain a proactive Family Liaison Officer role, prioritising pupils and families experiencing disadvantage. ○ Build trusting relationships through regular contact, home visits where appropriate, drop-in sessions and accessible family support. Identify barriers affecting attendance, engagement, wellbeing and readiness to learn and coordinate timely support. ○ Work collaboratively with the Early Intervention Team, LA services, Community Focused Schools partners and other agencies. Provide or broker appropriate programmes for pupils and	**Eligible/vulnerable pupils and their families experience improved engagement with school and timely access to appropriate support.** ○ Targeted pupils demonstrate improved attendance and/or reduced persistent absence from their individual starting points. ○ Families report increased confidence in approaching school and accessing support. Identified barriers to learning are addressed	**Half-termly:** SLT/FLO review attendance and persistent absence of identified PDG/vulnerable pupils against individual baselines. **Termly:** review FLO caseload, family engagement, referrals, TAF involvement and outcomes of interventions. **Termly:** evaluate pupil/family voice and relevant wellbeing/engagement information.	£12,293

	families, including emotional and behavioural support where identified. ○ Contribute to TAF processes and maintain direct targeted work with identified pupils.	through timely intervention, signposting and multi-agency working. ○ Targeted pupils demonstrate improved engagement, wellbeing and readiness to learn, evidenced through school tracking and pastoral information. ○ Families identified as requiring additional support have an appropriate plan, intervention or referral in place and progress is reviewed.	**Ongoing:** HT/SLT quality-assure provision and evaluate whether interventions are reducing identified barriers to learning. **End of year:** evaluate impact against baseline measures and use findings to inform the following year's PDG strategy.	
Accelerate progress in reading and literacy for identified pupils experiencing disadvantage through targeted, evidence-informed intervention.	Identify pupils requiring additional literacy support through assessment, teacher judgement and ongoing tracking, with a particular focus on PDG-eligible and vulnerable learners. Deliver structured Catch Up Literacy and Language Support interventions matched appropriately to identified needs. Provide regular, timetabled intervention with trained staff, ensuring consistency and fidelity of delivery. Establish clear baseline measures for each pupil prior to intervention. Review progress regularly and adapt, intensify or discontinue intervention according to individual pupil response. Ensure intervention complements high-quality classroom teaching and supports pupils to transfer	Identified pupils demonstrate measurable progress from their individual literacy baselines, with the gap between targeted pupils and their peers reducing where appropriate. The majority of targeted pupils make accelerated progress in identified aspects of reading/literacy. Pupils demonstrate increased accuracy, fluency, comprehension and/or confidence according to their identified starting needs. Improvements evident through intervention assessments are increasingly transferred to independent classroom learning. Pupils who are not	**Baseline:** HLTA/intervention staff establish individual starting points and intervention targets. **Ongoing:** intervention staff maintain records of attendance, delivery and pupil progress. **Half-termly:** HLTA and literacy lead review assessment information and evaluate progress against individual baselines. **Termly:** SLT evaluates the progress of vulnerable pupils receiving intervention, including the extent to which gaps are reducing.	£26,525

	developing literacy skills into learning across the curriculum	making sufficient progress are identified promptly and provision is reviewed or adjusted.	**Termly pupil progress meetings:** provision is continued, adapted or escalated according to evidence of impact. **End of year:** SLT evaluates overall impact and value of the intervention to inform future PDG expenditure.	
Reduce emotional and wellbeing barriers to learning for identified pupils experiencing disadvantage through targeted ELSA and therapeutic support.	Use PASS data, staff observations, pupil voice and relevant pastoral information to identify pupils whose emotional wellbeing, self-esteem, relationships or attitudes to learning are creating barriers to engagement and progress. Appropriately trained ELSA staff will deliver structured, targeted programmes addressing identified individual needs, including emotional regulation, resilience, self-awareness, relationships and coping strategies. Lego-based therapeutic approaches will be used where assessment indicates that these are appropriate to the pupil's needs. Establish individual baseline information and intended outcomes before intervention begins. Ensure strategies developed through ELSA are reinforced within the classroom where appropriate.	At least 80% of pupils receiving targeted support demonstrate measurable improvement against their identified emotional/wellbeing baseline, evidenced through appropriate pre- and post-intervention measures, PASS information, pupil voice and/or school wellbeing measures. At least 75% demonstrate improved engagement with learning, evidenced through agreed indicators such as participation, readiness to learn, punctuality, attendance and teacher assessment/observation. Targeted pupils increasingly demonstrate appropriate emotional-regulation and coping strategies and require less adult support to manage identified situations. Where behaviour has been identified as a barrier to learning, school information demonstrates a reduction	**Baseline:** ELSA/pastoral staff establish individual needs, intended outcomes and appropriate baseline measures before intervention. **Ongoing:** ELSA staff maintain intervention records and gather pupil voice and relevant staff feedback. **Half-termly:** ELSA lead/pastoral lead reviews individual progress and adjusts provision where evidence indicates this is necessary. **Termly:** SLT reviews outcomes for PDG/vulnerable pupils, triangulating PASS/wellbeing information with attendance, behaviour, engagement and relevant learning information. **Pupil progress meetings:** evaluate whether improvements in wellbeing are translating into improved engagement and access to learning.	£11,814

		in incidents and/or lost learning time from the pupil's individual baseline. Improvements in wellbeing increasingly translate into greater access to learning and sustained classroom engagement.	**End of year:** SLT evaluates overall impact and value for money to inform subsequent PDG provision.	
Teaching assistant support in Year 3/4/5/6 to work directly with pupils identified to improve levels and carry out catch up interventions in the classroom during identified sessions. This will include pastoral support, Numeracy and Guided Group Reading (GGR), SoundsWrite interventions.	Deploy two teaching assistants strategically across Years 3–6 to provide targeted support for identified pupils, with priority given to vulnerable learners whose progress indicates additional barriers to learning. TAs will receive appropriate training and work collaboratively with the ALNCO, Literacy/Numeracy Leads and class teachers to deliver targeted provision, including SoundsWrite, Guided Group Reading, literacy, numeracy and pastoral interventions, according to assessed need.	Targeted pupils demonstrate measurable progress from their individual starting points in the identified area(s) of need. The majority of pupils receiving targeted literacy/numeracy intervention demonstrate accelerated progress towards age-appropriate expectations and/or their individual learning targets. Targeted pupils demonstrate improved engagement, confidence and independence, with reduced reliance on adult support where appropriate. Pupils not making sufficient progress are identified promptly and their provision is reviewed and adjusted. Over time, the attainment/progress gap between identified disadvantaged learners and their peers reduces where appropriate from established baselines.	**Baseline:** class teachers/TA establish starting points and intervention targets using relevant assessment and tracking information. **Ongoing:** TAs maintain intervention and attendance records and provide formative feedback to teachers. **Half-termly:** class teachers, intervention staff and relevant subject leads review progress against baseline and individual targets. **Termly:** SLT/ALNCO analyse progress of targeted PDG pupils, including SW, reading, writing and numeracy information, and evaluate whether intervention is reducing identified gaps. **Pupil progress meetings:** determine whether provision should continue, change, intensify or conclude. **End of year:** SLT evaluates impact and value for money against pupil	£28,866

			outcomes to inform future deployment.	
To ensure the physical wellbeing of pupils are addressed across the school	To purchase the REAL PE package to ensure pupils are physically active, through taking part in weekly PE session which are planned and that the delivery of these sessions are consistent.	Real PE helps support EVERY child to develop the physical literacy, knowledge, emotional and thinking skills to achieve in PE, Sport and life. Pupils participating in physical literacy sessions to develop a range of movement skills. Children's mind will become active, with links to encourage children to develop as healthy learners – developing both healthy bodies and healthy minds. The programme will provide a flexible, knowledge based and progressive whole school curriculum with a clear Intent and progression of skills aligned to the National Curriculum and Curriculum for Wales.	An assessment framework will be used with supporting tools and resources to help record pupil progress efficiently and celebrate progress in Real PE across the school.	£750