Inspiring Ambition

Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

April 2026 – March 2027 –
Equity (formerly PDG & EYPDG) allocation = £71,300

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 financial year. It outlines our strategy and how we intend to spend the funding in this financial year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Penyrenglyn Community Primary School
Number of pupils in school	199 (PLASC 2026)
Proportion (%) of PDG eligible pupils	62 pupils/31.1% (PLASC 2026)
Date this statement was published	April 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Finance Committee on behalf of the Governing Body on 12/05/2026 & Full GB Meeting on 02/06/2026
PDG Lead	Mrs M Hutchings
Governor Lead for tackling poverty	Mrs Layla Stanton
Chair of Governors	Mrs Tammy Llewellyn

PDG Funding Overview

Detail	Amount
PDG/Equity funding allocation this financial year	£71,300
Total cost of strategy	£77,317
Cost to school budget	£6,017

Inspiring Ambition
Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

Part A: Strategy Plan

Statement of intent

Penyrenglyn Community Primary School will support all vulnerable families and PDG eligible pupils through a variety of regular interventions, support and provision provided by staff. This provision will be closely tracked by senior staff to ensure appropriateness of the intervention and progress made by the pupils.

We are committed to using our PDG/Equity grant to overcome any additional barriers that learners from disadvantaged backgrounds may face which may prevent them from attaining as well as their peers, whatever their ability.

Key principle areas we will address are: Wellbeing, Literacy and Numeracy.

We aim to:
• Develop and maintain secure relationships with families;
• Plan interventions which make the most effective use of resources;
• Monitor and evaluate their impact through progression and attainment data used to check whether interventions or techniques are working;
• Develop programmes and activities that promote wellbeing;
• Ensure support staff are highly trained and understand their role in helping pupils to achieve;
• Ensure we have a designated senior leader who has a clear overview of the entire support programme;
• Ensure class teachers know which pupils are disadvantaged;
• Ensure governors are well informed regularly of objectives and progress;
• Ensure links with families presenting barriers to learning are strengthened;
• Ensure clear and robust performance management systems are in place for all staff (with open discussions about eFSM pupils in performance management meeting);
• Encourage attendance and support where necessary.

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
Develop and maintain secure relationships with families	• Families feel they are listened to and cared for • The school provides opportunities for families to come together to develop lifelong skills. • Families provided with specific bespoke support in order to overcome challenges faced
Plan interventions which make the most effective use of resources	• A range of Literacy, Numeracy & Well-Being interventions are implemented and reviewed in a timely manner utilising all staff available.

Inspiring Ambition
Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

	• Interventions show value added/progress on pupils' learning.
Monitor and evaluate their impact through progression and attainment data used to check whether interventions or techniques are working	• Progress data shows clear impact.
Develop programmes and activities that promote wellbeing	• Use of well-being/self-esteem/social and emotional difficulties interventions such as ELSA, Lego Therapy, Talk About, Intrinsic Movement and Check-ins are having a positive effect on pupils' wellbeing and attitudes to learning • PERMA used to assess and measure impact of well-being interventions
Ensure support staff are highly trained and understand their role in helping pupils to achieve	• LSAs are trained in the following Literacy, Numeracy & Well-Being interventions: - Wellcomm, Floor time, Bucket time, Language Link, Popat, RWI, Literacy Launch Pad, Focussed Maths Group, Colourful Semantics, Lego Therapy, Talk About, HFW, Reading focus, Gross/Fine motor skills, ELSA, Semantic feature analysis, Sliding in, Check-ins & Intrinsic Movement • Interventions are part of the schools MER cycle where ALNCO & Senior Leaders monitor effectiveness of the sessions, which the LSAs deliver.
Ensure we have a designated senior leader who has a clear overview of the entire support programme	• ALNCO & HT have a secure understanding of the support programmes we offer vulnerable and disadvantaged learners.
Ensure class teachers know which pupils are disadvantaged	• Cohort vulnerable programme implemented
Ensure governors are well informed regularly of objectives and progress	• Governing body to be updated termly regarding progress of our vulnerable learners.
Ensure links with families presenting barriers to learning are strengthened	• Families to feel confident approaching school with any needs and barriers they may have. • Positive working relationships with all families.
Ensure clear and robust performance management systems are in place for all staff (with open discussions about eFSM pupils in performance management	• Performance management targets, where possible, to reflect the needs of our disadvantaged and vulnerable learners.

Inspiring Ambition
Ysgol Gynradd Gymuned PENYRENGLYN Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

meetings)	
Encourage attendance, support where necessary and close the gap in attendance between eFSM and non-eFSM pupils	• Ensure the attendance of our vulnerable learners is not affected by any factors which school could support with.
Pupils are 'healthy confident individuals'	• Pupils have the necessary skills to learn • Pupils feel confident in coming to school (attendance) and accessing learning
Pupils are 'ambitious capable learners'	• Pupils make good progress in their Literacy intervention • Pupils make good progress in their Numeracy intervention • Pupils make good progress in their Well-Being intervention

Activity in this financial year

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

Staff will support eligible pupils with a range of regular literacy, numeracy and wellbeing interventions.

Senior staff will closely track eligible pupils to ensure appropriateness of intervention and progress made by the pupils.

The Family Engagement and Wellbeing Officer will develop secure relationships with families by being a point of contact before, after and throughout the school day and by seeking out opportunities for families to come together to develop their lifelong skills.

The Family Engagement and Wellbeing Officer will provide bespoke support to individual pupils and families in order for them to overcome current challenges.

Activity	Cost	Intended Outcomes (Evidence that supports this approach)
Community Schools To employ a Grade 7 Family Engagement Officer for 37 hours per week	£34,213	**Family Support** • To encourage parent participation in school activities • To facilitate and develop parental engagement in Basic Skills to maximise the support given to their children with literacy and numeracy • To co-ordinate family learning classes for adults in basic skills • To establish and maintain a drop-in centre for families • To support the PSE and wellbeing programmes with parents • To support referral into additional family support and parenting services • To access practical and financial support for parents

affected by poverty
- To provide 1-1 support for parents and concerned others
- To provide crisis intervention for families
- To empower parents, help raise their confidence and promote family values
- To deliver training to and access training opportunities for parents
- To maintain accurate records of parent contact and family meetings
- To communicate opportunities to families and parents
- To provide support for families and pupils when starting school

Pupil Support
- To help identify and access additional support for children with needs
- To provide intervention programmes for target groups of pupils to develop personal, social and emotional skills
- To facilitate and enhance the school behaviour strategies to improve pupil behaviour
- To support Health & Well-Being AOLE and wellbeing Programmes
- To develop and deliver groups (e.g. anger management/behaviour groups)
- To liaise and assist with ALNCO and Behaviour Support Staff to address emotional and behavioural issues
- To respond to the additional needs of pupils including attendance

Liaison and Networking
- To foster and sustain good working relationships with all stakeholders
- To share information appropriately with external agencies
- To attend multi agency meetings such as CLA reviews, Care and Support Plan Meetings, Child Protection Case Conferences and Core Groups
- To develop and maintain links with relevant voluntary organisations and community groups (e.g. Communities First and Valley Kids)
- To identify, access and promote referral pathways to other core services
- To work collaboratively with local authority agencies, including AWS, Behaviour and Learning Support
- To visit other schools and seek best practice

Information and Awareness Raising
- To disseminate and promote information to the local

Inspiring Ambition
Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

		community on school activities • To liaise with local and national media to promote profile of school
		• To deliver talks, workshops, presentations, provide training where appropriate to a range of stakeholders • To organise displays, exhibitions and participate in community and agency led events where appropriate **Other** • Represent the school on Safeguarding issues including attendance at core groups and case conferences • To support other school programmes designed to tackle disadvantage and poverty. • To address lateness and attendance issues • To support the development of initiatives that will benefit families • To adhere to all school policies and procedures and code of conduct, including the need for confidentiality • To keep up to date with strategic and policy developments in respect of child poverty and related matters • To ensure the undertaking of appropriate monitoring, review and evaluation procedures • To maintain appropriate written records • To undertake appropriate administrative tasks • To provide teaching cover in classes as, and when, required • To co-operate with additional requests from the Head Teacher, and or, Senior Leadership Team • To take up arrangements for support and supervision and participate in all relevant internal meetings • To undertake other reasonable duties as requested but which may not be specified within the job description • To become lead Attendance Champion for the school, working with and addressing all attendance issues within the school
Learning and Teaching To employ 1 Grade 6 Learning Support Assistant for 27.5 hours a week	£23,068	• To provide targeted support to individual children in a variety of Literacy & Numeracy interventions, such as: WELLCOMM, Language Link, Popat, RWI, Literacy Launch Pad, Focussed Maths Group, Colourful Semantics, HFW, Reading Focus, Semantic Feature Analysis and Sliding in • To provide intervention programmes for target groups of pupils to develop personal, social and emotional skills, such as: Floor time, Bucket time, Lego therapy, Talk About, ELSA, Check-ins and Intrinsic Movement.

Inspiring Ambition
Ysgol Gynradd Gymuned PENYRENGLYN Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

		• To provide targeted support to eFSM pupils (including FSM MAT pupils who may be in danger of disengaging)
		• To target vulnerable pupils using the Vulnerability Profile to provide targeted support.
Learning and Teaching To employ 1 Grade 6 Learning Support Assistant for 27.5 hours a week	£20,036	• To provide targeted support to individual children in a variety of Literacy & Numeracy interventions, such as: WELLCOMM, Language Link, Popat, RWI, Literacy Launch Pad, Focussed Maths Group, Colourful Semantics, HFW, Reading Focus, Semantic Feature Analysis and Sliding in • To provide intervention programmes for target groups of pupils to develop personal, social and emotional skills, such as: Floor time, Bucket time, Lego therapy, Talk About, ELSA, Check-ins and Intrinsic Movement. • To provide targeted support to eFSM pupils (including FSM MAT pupils who may be in danger of disengaging) • To target vulnerable pupils using the Vulnerability Profile to provide targeted support.

Part B: Review of outcomes in the previous financial year

PDG outcomes

Progress/Development of skills:
A majority of eFSM pupils made above 6 months progress in their reading age
Many eFSM pupils made above 6 months progress in their Maths age
(See cohort assessment data)

Attitudes to learning:
Many eFSM pupils have a positive attitude to learning (See pupil questionnaire data for Year 3-Year 6 eFSM pupils)

Pupil wellbeing:
eFSM pupils have scored higher (positive) than Non free school meals pupils in regards to their PERMA data for:

1) Positive Emotions
2) Engagement
3) Relationships
4) Meaning
5) Accomplishment

However, eFSM pupils have scored slightly higher than non-free school meals pupils in 'negative emotions' (1% difference). (See PERMA data)

Externally provided programmes

Please include the names of any programmes that you purchased in the previous financial year. This will help us identify which ones are popular in Wales.

Inspiring Ambition
Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

YSGOL GYNRADD GYMUNED
PENYRENGLYN COMMUNITY PRIMARY SCHOOL

Cyfeiriad / Address: Baglan Street, Treherbert, Rhondda Cynon Taf, CF42 5AW
Ffôn / Tel: 01443 772433
Gwefan / Website: www.penyrenglynprimary.com
Ebost / Email: admin@penyrenglyncommunityprimary.rctcbc.cymru

PENNAETH / HEADTEACHER: **MRS M HUTCHINGS B.A (Hons) NPQH**

Programme	Barrier to learning	Provider
WELLCOM (Nursery)	Language	LA
Intensive Interaction and Anticipation Games (Nursery)	Attention	LA
Bucket Time (Nursery-Year 6)	Attention	LA
Language & Speech Link (Reception-Year 6)	Language	LA
POPAT (Reception-Year 6)	Language	LA
Read, Write, Ink (RWI) (Year 1 – Year 6)	Language	Commercial
Literacy Launch Pad (Year 4 – Year 6)	Literacy (Reading)	Commercial
Focused Maths Group (Reception – Year 6)	Maths	School
Colourful Semantics (Reception-Year 6)	Language/Oracy Skills	LA
Lego Therapy (Reception-Year 6)	Social Communication Skills	LA
Talk About (Year 1 – Year 6)	Self-Esteem/Well-Being	LA
High Frequency Words (HFW) (Year 4 – Year 6)	Literacy	School
ELSA (Year 4 – Year 6)	Social and Emotional Difficulties	LA/CSC
PERMA (Year 3 – Year 6)	Social and Emotional Difficulties	LA
SHINE (Year 4-Year 6)	Social and Emotional Difficulties	LA ED P service
Semantic Feature Analysis (Year 4)	Vocabulary Development	LA
Sliding in (Year 4)	Selective Mutism	LA
Intrinsic Movement (Reception-Year 6)	Self-esteem/Well-Being	LA
Sensory Circuits	Lack of concentration	LA
The TEACCH approach	Lack of independence/motivation	LA