



# Ystruth Primary School

## Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 2026 academic 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                             | Ystruth Primary                |
| Number of learners in school            | 303                            |
| Proportion (%) of PDG eligible learners | 52 – 17.2%                     |
| Date this statement was published       | October 2025                   |
| Date on which it will be reviewed       | May 2025                       |
| Statement authorised by                 | M Miller<br>K Evans<br>K Beese |
| PDG Lead                                | Melanie Miller                 |
| Governor Lead                           | Kim Evans<br>Kerys Beese       |

### Funding Overview

| Detail                                      | Amount         |
|---|----------------|
| PDG funding allocation this academic year   | £64,863        |
| EYPDG funding allocation this academic year | £9,200         |
| <b>Total budget for this academic year</b>  | <b>£73,863</b> |

## Part A: Strategy Plan

### Statement of intent

At Ystruth Primary we are committed to the intended purpose of the PDG grant:

*'to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential'*

As a Rights Respecting School our strategic plan is underpinned by:

*Article 29: a child's education should help their mind, body and talents be the best the best they can be.*

We will ensure:

- High quality teaching and learning experiences meet the needs of all learners particularly in literacy, numeracy and digital competency
- All learners are socially and emotionally thriving allowing them to be ready to learn

- All staff have high expectations and provide the correct support, interventions, resources and experiences to meet individual learner needs
- A Governor with PDG responsibility is identified
- Family and Community Lead and Team are established

### 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   |
|---|--|
| Teaching and Learning opportunities in literacy, numeracy and digital competency. | <p>Effective delivery of:</p> <ul style="list-style-type: none"> <li>- Numeracy catch up and Number Recovery</li> <li>- Redstart Financial Literacy</li> <li>- RWI tutoring and Reading Reflex</li> <li>- GGR comprehension focus</li> </ul> <p>Mobile devices available (1:1)</p> <p>Nearly all learners make expected progress.</p>  |
| Readiness to Learn  | <p>Maintain effective implementation of YPS graduated response to well-being.</p> <p>All staff trained in Commando Joe's philosophy and pedagogy. Commando Joe's programme timetabled and delivered by PPA teacher. RESPECT to be used through all lessons and linked to reward DOJO system to involve parents.</p> <p>PPA focus on Jigsaw and all staff to thread through lessons with weekly certificates.</p> |
| Acquisition of Financial Literacy skills  | <p>Participation in Redstart programme and workshops.</p>  |
| Target and improve attendance and punctuality (SDP Priority 3)                    | <p>School Attendance officer and clerk.</p> <p>Partnership working with EWS and Families First to provide support mechanisms for families.</p> <p>Attendance Pathway and robust attendance data tracking systems implemented.</p> <p>TAs working in support of allocated families providing check-ins and support.</p>   |
| FaCE activities   | <p>Use of family room as a safe and warm space for families. Provide access to: sanitary products; pre-loved uniform and PE kit; food staples; phone line; mobile devices and internet</p>   |

|  |  |
|--|--|
|  | Collaborative work with:<br>- Friends of Ystruth to develop clothing swaps; improve uptake of Period Poverty initiative<br>- Nantyglo & Blaina Rotaract: access to uniform; Christmas hampers; providing shoes |
|--|--|

### 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 teaching

Budgeted cost: £43,593

| Activity  | Evidence that supports this approach  |
|---|---|
| To provide TA support to develop literacy, numeracy and digital skills.<br>(£???) | All pupils to make progress in literacy, numeracy digital skills.<br><br><a href="#">Individualised instruction   EEF</a> |

### Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £500

| Activity   | Evidence that supports this approach  |
|--|---|
| Family Room in order to provide access to:<br>- sanitary products<br>- pre-loved uniform and PE kit<br>- food staples<br>- phone line<br>- mobile devices and internet<br>(£500) | Purchase of paint, carpet, furniture, phone line, internet connection and resources to create a safe space that can be utilised by families.<br><br><a href="#">Community Focused Schools   GOV.WALES</a> |
| Collaborative work<br>(£0)   | Friends of Ystruth and Nantyglo and Blaina Rotaract (evidence as above)   |

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

Budgeted cost: £36,176

| Activity   | Evidence that supports this approach   |
|--|--|
| To provide TA support to support well-being and self-regulation<br>(£27,319) | Identified learners are supported through classroom practice, Well-Being strategies, Thrive strategies and interventions; morning ready to learn groups; and, well-being groups Progression Steps 2 & 3. |

|  |   |
|--|---|
| Maintain current practitioner training (£4,960)                  | <a href="#">Social and emotional learning   EEF</a>   |
| Maintaining Jigsaw (£2538)                                       | Enriched well-being curriculum.<br><br><a href="#">Primary Learning Programmes - PSHE in Primary Schools – Jigsaw Education</a><br><br><a href="#">EYFS Learning Programmes – Supporting the EYFS Curriculum – Jigsaw Education</a>   |
| Redstart Financial Literacy (£0)                                 | Provide financial education to transform the life chances of young people.<br><br><a href="#">What we do - RedSTART</a>   |
| Continue Commando Joe's: Professional Learning Resources (£2550) | Empower young people and give them life skills that they need to Thrive (Commando Joe's is a powerful force for positive change building character, self-worth and confidence in young people for happier, healthier living. Focusing on empathy, resilience, kindness and fortitude, helping young people become the best version of themselves).<br><br><a href="#">Commando Joe's - Commando Joe's</a> |

Total budgeted cost: £73,863

## Part B: Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

| Intended outcome  | Success criteria  |
|---|---|
| Teaching and Learning opportunities in literacy, numeracy and digital competency. | Nearly all learners made expected progress.   |
| Readiness to Learn  | Nearly all pupils settled and ready to learn following their meet and greet session in the morning.<br><br>All identified pupils have a forum to discuss worries or concerns.<br><br>All pupils have access to a graduated response to well-being.<br><br>All staff trained in Commando Joe's philosophy and pedagogy. Many pupils able to use RESPECT during missions. |

|   |  |
|---|--|
|   | All staff use Jigsaw to deliver H&WB. Most pupils engage positively in sessions.   |
| Target and improve attendance and punctuality | Attendance Team with Lead and Clerk established. The Team works collaboratively with EWS and Families First providing support for all identified pupils.<br><br>Attendance Pathway with linked tracking is in place. |
| Identify a Governor with PDG responsibility   | Named Governors: Kim Evans & Kerys Beese.  |
| Establish a FaCE Lead and Team                | Identified Lead & Team<br><br>Family room created in identified space.   |

### Externally provided programmes

| Programme and/or Provider                     |
|---|
| Team Teach, Thrive and Drawing & Talking      |
| Jigsaw and Commando Joes'                     |
| Doodle Maths, Tables, English & Spelling; IDL |

### Further information

At YPS as part of Priority 4 we are we are developing a robust tracking system to monitor, review and adjust interventions for vulnerable learners.

Emerging intentions for 26-27:

- Maintain current levels of well-being and academic interventions; resources and experiences
- Develop Family and Community Engagement Team and activities
- Embed Jigsaw & Commando Joe's
- Real PE (research Summer 2 26) [About real PE, BURSTS and Create Development | real PE](#)
- Monitor, Evaluate and Refine tracking systems
- RADY and linked tracking systems