



# Pupil Development Grant Statement 24-25

This statement details our school's use of the PDG for the 2024 to 2025 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.

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	Hafod Y Wern Community Primary School
Number of learners in school	270
Proportion (%) of PDG eligible learners	59%
Statement authorised by	Governing board
Headteacher	Aaron Perrin
Governor Lead	Barbara Lloyd - Chair

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£165,600
EYPDG funding allocation this academic year	£29,900
<b>Total budget for this academic year</b>	£195,500

## Part A: Strategy Plan

### Statement of intent

Our aim is to improve outcomes for children in Caia Park, Wrexham, where socio-economic deprivation creates significant barriers for the children at Hafod Y Wern. Our strategy strengthens academic progress – particularly in literacy which is one of our identified barriers, wellbeing, and enrichment through targeted support and high-quality teaching. It is grounded in equity, evidence-based practice, and a commitment to raising aspirations and long-term life chances.

### 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
<p>1. Improved Reading and Oracy</p> <ul style="list-style-type: none"> <li>• Learners develop stronger decoding, comprehension, vocabulary, and speaking confidence</li> <li>• Learners engage more positively with reading and classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Increased reading ages and standardised scores across targeted pupils.</li> <li>• Improved oracy indicators: clarity, confidence, turn-taking, and use of subject vocabulary.</li> <li>• Higher engagement in reading, group talk, and whole-class discussion.</li> <li>• Reduction in the number of learners working below age-related expectations.</li> </ul>
<p>2. Improved emotional wellbeing for children affected by trauma</p> <ul style="list-style-type: none"> <li>• Learners demonstrate greater emotional regulation, resilience, and readiness to learn.</li> <li>• Children feel safe, supported, and able to access learning consistently.</li> <li>• Trauma-informed practice becomes embedded across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer behaviour incidents and emotional dysregulation episodes.</li> <li>• Improved wellbeing survey scores and pupil voice feedback.</li> <li>• Increased participation in learning without withdrawal or crisis intervention.</li> <li>• Staff consistently using trauma-informed strategies with measurable impact.</li> </ul>
<p>3. Improved Attendance</p> <ul style="list-style-type: none"> <li>• Learners attend school more regularly and arrive ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for targeted pupils moves closer to school and national averages.</li> </ul>

<ul style="list-style-type: none"> <li>• Persistent absence among deprived learners reduces significantly.</li> <li>• Families understand the importance of attendance and feel supported to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in persistent absenteeism across identified groups.</li> <li>• Improved punctuality and fewer late marks.</li> <li>• Increased family engagement with attendance support</li> </ul>
<p>4. Rapid family support and/ or intervention for social and safeguarding barriers or concerns</p> <ul style="list-style-type: none"> <li>• Families facing complex social, financial, or safeguarding challenges receive timely, coordinated support.</li> <li>• Barriers to learning are reduced through early intervention.</li> <li>• Stronger relationships between school, families, and community services.</li> </ul>	<ul style="list-style-type: none"> <li>• All referrals for support acted upon within agreed timescales.</li> <li>• Documented improvements in family stability, engagement, and learner readiness.</li> <li>• Increased uptake of support services (family liaison, counselling, community programmes).</li> <li>• Reduction in safeguarding concerns escalating to statutory intervention.</li> </ul>

## Learning and teaching

Budgeted cost: £ 151,371

Activity	Evidence that supports this approach
<p>Investment in Read Write Inc whole school training, purchases and consultancy to improve quality of synthetic phonics programme, additional staff costs for attending training out of hours, release time for peer coaching, mentoring and assessment average 1 day hours per week.</p>	<p><a href="#">Phonics   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>
<p><i>TA provision to deliver smaller group phonics and tuition, Maths support and</i></p>	<p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>

<i>literacy support in small groups or on a one to one basis</i>	<a href="#">Teaching Assistant Interventions   EEF</a>
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**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: £ 27,763

Activity	Evidence that supports this approach
Full time non-classroom-based support staff -to manage referrals, engage with parents, ensure robust accountability for attendance, liaison with early support, family support, Education Social Workers and other charity and supportive services	<a href="#">Social and emotional learning   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">Understanding school attendance, education and labour market outcomes - Nuffield Foundation</a> <a href="#">Prevention and early intervention to improve child wellbeing - University of Plymouth</a>

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

Budgeted cost: £ 16,366

Activity	Evidence that supports this approach
Additional ELSA support, <i>Additional fun Friends intervention – 2 staff trained, behaviour coaching</i>	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a> <a href="#">Small group tuition   EEF</a> <a href="#">Social and emotional learning   EEF</a>
<i>Half day school counsellor</i>	<a href="#">Social and emotional learning   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>

Total budgeted cost: £ 195,500



## 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.

Impact
Additional teaching assistants delivered targeted emotional literacy interventions that strengthened children's regulation, confidence, and readiness to learn. The half-day school counsellor provided specialist support for vulnerable pupils, reducing anxiety and crisis incidents. Our non-teaching deputy carried out restorative conversations that rebuilt relationships and improved behaviour. Part-time behaviour support offered coaching that helped learners develop resilience and pro-social skills. Together, these provisions improved wellbeing, increased engagement in learning, and created a calmer, more supportive school environment that enabled disadvantaged pupils to make stronger academic and personal progress. Having a fulltime non-classroom based pastoral manager enabled prompt and effective intervention supporting an improvement in attendance or specialised support in the home/community from local authority.

### Externally provided programmes

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

Programme	Provider
Read Write Inc Phonics	Ruth Miskin