

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*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.*

*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                           | Ysgol Hen Felin |
| Number of pupils in school            | 265             |
| Proportion (%) of PDG eligible pupils | 52%             |
| Date this statement was published     | April 2025      |
| Date on which it will be reviewed     | March 2026      |
| Statement authorised by               | Headteacher     |
| PDG Lead                              | Aron Bradley    |
| Governor Lead                         | Sarah Phelps    |

### Funding Overview

| Detail  | Amount             |
|---|--------------------|
| PDG funding allocation this academic year   | £93,949            |
| 1. To deliver targeted behaviour support to pupils across the school  | £30,143            |
| 2. To further develop pupils work related learning skills <ul style="list-style-type: none"><li>○ through the school's community café</li><li>○ through enhanced community engagement</li></ul> | £30,143<br>£26,775 |
| 3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre  | £30,143            |
| <b>Total budget for this academic year</b>  | £93,949            |

### Part A: Strategy Plan

#### Statement of Intent

1. To deliver targeted behaviour support to pupils across the school
2. To further develop pupils work related learning skills

- through the school's community café
  - through enhanced community engagement
3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre

**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.

| <u>Activity</u>  | <u>Link to SIP</u>   | <u>Success criteria</u>  |
|--|--|--|
| 1. To deliver targeted behaviour support to pupils across the school   | <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 2.3</li> <li>● 3.1</li> <li>● 3.2</li> </ul> | <ul style="list-style-type: none"> <li>● To maintain and further develop the work of the behaviour intervention specialist to deliver high quality support to pupils - HLTA salary</li> <li>● AHT to provide supervision and support</li> <li>● To further develop the provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>● To ensure pupils are making strong progress with their behaviour / regulation skills;               <ul style="list-style-type: none"> <li>○ Developing behaviour plans</li> <li>○ Progress identified through reduced incidents/assessment/reduced number of pupils requiring behaviour plans</li> <li>○ Observation/monitoring</li> <li>○ Feedback</li> </ul> </li> </ul>       |
| 2. To further develop pupils work related learning skills <ul style="list-style-type: none"> <li>○ through the school's community café</li> <li>○ through enhanced community engagement</li> </ul> | <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 1.2</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 3.2</li> </ul>                | <ul style="list-style-type: none"> <li>● Café manager to further develop and maintain the Community café provision</li> <li>● Community partnerships coordinator to further develop a range of learning opportunities for all pupils</li> <li>● To identify appropriate pupils to complete work experience placements at the café</li> <li>● To develop work related and social skills through the community café environment</li> <li>● To establish links with local community groups to visit the Community café in partnership with the school's wellbeing officer</li> <li>● To ensure the pathways leads onto work experience opportunities in community settings in partnership with the 14/19 curriculum lead/work experience coordinator</li> </ul> |
| 3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre   | <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 1.2</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 2.3</li> <li>● 3.2</li> </ul> | <ul style="list-style-type: none"> <li>● To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary               <ul style="list-style-type: none"> <li>○ Wellbeing Wednesday</li> <li>○ Family Learning</li> <li>○ Play therapy</li> </ul> </li> <li>● To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>● To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul> |
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### Activity in this academic year

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

| <u>Activity</u>  | <u>Link to SIP</u>   | <u>Success criteria</u>  | <u>Amount / Spend</u>  |
|--|--|--|--|
| 1. To deliver targeted behaviour support to pupils across the school   | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 3.1</li> <li>• 3.2</li> </ul> | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the behaviour intervention specialist to deliver high quality support to pupils - HLTA salary</li> <li>• AHT to provide supervision and support</li> <li>• To further develop the provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>• To ensure pupils are making strong progress with their behaviour / regulation skills; <ul style="list-style-type: none"> <li>○ Developing behaviour plans</li> <li>○ Progress identified through reduced incidents/assessment/reduced number of pupils requiring behaviour plans</li> <li>○ Observation/monitoring</li> <li>○ Feedback</li> </ul> </li> </ul>                     | <ul style="list-style-type: none"> <li>• £30,143</li> <li>• N/A</li> <li>• Work funded through ALN grant</li> <li>• N/A</li> </ul>         |
| 2. To further develop pupils work related learning skills <ul style="list-style-type: none"> <li>○ through the school's community café</li> <li>○ through enhanced community engagement</li> </ul> | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 3.2</li> </ul>                | <ul style="list-style-type: none"> <li>• Café manager to further develop and maintain the Community café provision</li> <li>• Community partnerships coordinator to further develop a range of learning opportunities for all pupils</li> <li>• To identify appropriate pupils to complete work experience placements at the café</li> <li>• To develop work related and social skills through the community café environment</li> <li>• To establish links with local community groups to visit the Community café in partnership with the school's wellbeing officer</li> <li>• To ensure the pathways leads onto work experience opportunities in community settings in partnership with the 14/19 curriculum lead/work experience coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• £30,143</li> <li>• £26,775</li> <li>• N/A</li> <li>• N/A</li> <li>• N/A</li> <li>• N/A</li> </ul> |

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| 3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 3.2</li> </ul> | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary <ul style="list-style-type: none"> <li>○ Wellbeing Wednesday</li> <li>○ Family Learning</li> <li>○ Play therapy</li> </ul> </li> <li>• To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>• To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul> | <ul style="list-style-type: none"> <li>• £30,143</li> </ul> |
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### Learning and Teaching

Budgeted cost: £56,918

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| 2. To further develop pupils work related learning skills <ul style="list-style-type: none"> <li>○ through the school's community café</li> <li>○ through enhanced community engagement</li> </ul> | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 3.2</li> </ul> | <ul style="list-style-type: none"> <li>• Café manager to further develop and maintain the Community café provision</li> <li>• Community partnerships coordinator to further develop a range of learning opportunities for all pupils</li> <li>• To identify appropriate pupils to complete work experience placements at the café</li> <li>• To develop work related and social skills through the community café environment</li> <li>• To establish links with local community groups to visit the Community café in partnership with the school's wellbeing officer</li> <li>• To ensure the pathways leads onto work experience opportunities in community settings in partnership with the 14/19 curriculum lead/work experience coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• £30,143</li> <li>• £26,775</li> <li>• N/A</li> <li>• N/A</li> <li>• N/A</li> <li>• N/A</li> </ul> |
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### Community Schools

Budgeted cost: £0

| Activity                             | Evidence that supports this approach |
|--------------------------------------|--------------------------------------|
| <i>Add or delete rows as needed.</i> |                                      |
|                                      |                                      |

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

Budgeted cost: £60,286

| <u>Activity</u>  | <u>Link to SIP</u>   | <u>Success criteria</u>  | <u>Amount / Spend</u>  |
|--|--|--|--|
| 1. To deliver targeted behaviour support to pupils across the school                                       | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 3.1</li> <li>• 3.2</li> </ul> | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the behaviour intervention specialist to deliver high quality support to pupils - HLTA salary</li> <li>• AHT to provide supervision and support</li> <li>• To further develop the provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>• To ensure pupils are making strong progress with their behaviour / regulation skills;               <ul style="list-style-type: none"> <li>○ Developing behaviour plans</li> <li>○ Progress identified through reduced incidents/assessment/reduced number of pupils requiring behaviour plans</li> <li>○ Observation/monitoring</li> <li>○ Feedback</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• £30,143</li> <li>• N/A</li> <li>• Work funded through ALN grant</li> <li>• N/A</li> </ul> |
| 3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre | <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 3.2</li> </ul> | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary               <ul style="list-style-type: none"> <li>○ Wellbeing Wednesday</li> <li>○ Family Learning</li> <li>○ Play therapy</li> </ul> </li> <li>• To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>• To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul> | <ul style="list-style-type: none"> <li>• £30,143</li> </ul>  |

**Total budgeted cost: £93,949**

## 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 2024 to 2025 academic year.

| <u>Activity</u>   | <u>Success criteria</u>  | <u>Progress/Outcomes</u>   |
|---|--|--|
| <p>1. To deliver targeted behaviour support to pupils across the school</p> | <ul style="list-style-type: none"> <li>● To maintain and further develop the work of the behaviour intervention specialist to deliver high quality support to pupils - HLTA salary</li> <li>● AHT to provide supervision and support</li> <li>● To further develop the provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>● To ensure pupils are making strong progress with their behaviour / regulation skills;               <ul style="list-style-type: none"> <li>○ Developing behaviour plans</li> <li>○ Progress identified through reduced incidents/assessment/reduced number of pupils requiring behaviour plans</li> <li>○ Observation/monitoring</li> </ul> </li> <li>● Feedback</li> </ul> | <ul style="list-style-type: none"> <li>● The behaviour intervention specialist has continued to maintain high quality intervention and has continually developed/adapted her role and timetable throughout the year to ensure the intervention is being most effective for pupils and staff.</li> <li>● The behaviour intervention specialist continues to support parents. If parents have concerns with their child’s behaviours they can express these during PCP meetings and are issued with a form to complete highlighting the main concerns to return to the behaviour intervention specialist. From this the behaviour intervention specialist will invite parents in to discuss support strategies or send information home depending on the severity of the behaviours of concern.</li> <li>● She also attends some parent coffee mornings in the wellbeing centre to build up positive relationships and co-delivers sessions with the wellbeing officer. The behaviour intervention specialist also provides home visits to support families of non-attenders.</li> <li>● The behaviour specialist continues to attend CAMHS meetings for identified pupils and is a valuable source of information to the CAMHS team. She also attends some CASPS and MDT meeting as well as support for social services.</li> <li>● AHT and the behaviour intervention specialist meet regularly throughout the week to ensure the behaviour intervention specialist receives the sufficient supervision and support.</li> <li>● The behaviour intervention specialist meets and greets all pupils when they arrive at school in the morning and can assess for pupils who may be displaying behaviours of</li> </ul> |

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|   |  | <p>concern and in need of initial support before starting the school day. She passes this information on to the class teams to look out for potential triggers.</p> <ul style="list-style-type: none"> <li>• After observing pupils at the beginning of the Autumn term teachers identify pupils in need of receiving an intervention including behaviour support. The results are analysed by the behaviour intervention specialist and AHT. Pupils are also referred by the number of behaviour incidents they display and recorded on the online system. The behaviour intervention specialist then makes observations of the pupils within the class and a pupil support plan/reward card is created by the class team and behaviour intervention specialist together. The pupil is then added to the provision map.</li> <li>• The behaviour specialist continues to use pupil individual intervention forms to further support continuing challenging behaviours. These are monitored daily/weekly and updated accordingly with the staff teams.</li> <li>• The behaviour intervention specialist has recently attended a 2-day Positive Behaviour Support Practitioner Level 1 training (along with AHT, Wellbeing Officer, area leads and staff teams in the complex ASD classes). Since this training the behaviour intervention specialist is using the approach principles to refine support plans, modelling good practice and coaching staff teams to reduce the number of incidents happening.</li> </ul> |
| <p>2. To further develop pupils work related learning skills</p> <ul style="list-style-type: none"> <li>○ through the school's community café</li> <li>○ through enhanced community engagement</li> </ul> | <ul style="list-style-type: none"> <li>• Café manager to further develop and maintain the Community café provision</li> <li>• Community partnerships coordinator to further develop a range of learning opportunities for all pupils</li> <li>• To identify appropriate pupils to complete work experience placements at the café</li> <li>• To develop work related and social skills through the community café environment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Café Menu Development:</b> Weekly specials, fruit pots, and yoghurts.</li> <li>• <b>Trading Standards Visit (Spring 2025):</b> The café was in good order with only a few adjustments needed. Prices on the menu are now displayed, and allergens are accessible to customers. These changes have been completed.</li> <li>• <b>Work Experience Participation:</b> Autumn Term: 12 pupils, Spring Term: 11 pupils</li> <li>• <b>Pupil Identification:</b> Pupils are identified by the Class Teacher, Café Manager, and Community Partnerships Coordinator and pupil.</li> <li>• <b>Community Outreach:</b> The Community Partnership Coordinator and Café Manager have created a leaflet to be distributed by the 14-19 Department as an enterprise project, inviting and advertising the Coffi Mill to the public.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• To establish links with local community groups to visit the Community café in partnership with the school's wellbeing officer</li> <li>• To ensure the pathways leads onto work experience opportunities in community settings in partnership with the 14/19 curriculum lead/work experience coordinator</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Skill Development:</b> The Café Manager helps pupils develop skills related to their Personal Progress targets on their IEPs. Copies of IEPs are kept in the Coffi Mill and updated each term.</li> <li>• <b>Independent Living Skills:</b> The Café Manager uses the Independent Living Skills document to help pupils develop skills in "Preparing Food" and enhance their social skills in a café environment.</li> <li>• <b>Community Engagement:</b> Parents and the local Pharmacy visit the Coffi Mill weekly. The Wellbeing Officer attends the parents' coffee afternoon.</li> <li>• <b>Work Experience Planning:</b> The Community Partnership Coordinator organises a variety of work experiences both at the Coffi Mill and in the local community, ensuring pupils gain a broad and balanced experience. There are 12 work experience venues with 28 pupils participating in community work experience.</li> </ul>  |
| <p>3. To further develop pupils wellbeing and learning through targeted intervention via the wellbeing centre</p> | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary <ul style="list-style-type: none"> <li>○ Wellbeing Wednesday</li> <li>○ Family Learning</li> <li>○ Play therapy</li> </ul> </li> <li>• To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>• To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> </ul> | <ul style="list-style-type: none"> <li>• The Wellbeing Officer continues to deliver and facilitate high quality intervention to our families and pupils in the school. These include family learning, workshops and parent and pupil weekly wellbeing sessions. The WO is also an invaluable source of support for parents and serves as a vital communication link between the teachers and parents. The WO organises family fun days, after school clubs and other support provisions for our families.</li> <li>• The Wellbeing Officer has almost completed a comprehensive 18 months Play Therapy course. Since this training the Wellbeing Officer has supported a number of pupils in Play Therapy sessions as well coaching staff within the classes (of those identified pupils) to demonstrate effective skills and strategies of play therapy so that class teams can emulate.</li> <li>• The Wellbeing Officer has also recently attended a 2-day Positive Behaviour Support Practitioner Level 1 training (along with AHT, behaviour intervention specialist, area leads and staff teams in the complex ASD classes). The WO has become a member of the PBS team that is currently developing a PBS approach in school.</li> </ul> <p>Numicon</p> |

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|  | <ul style="list-style-type: none"> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul> | <ul style="list-style-type: none"> <li>• funded through Multiply project</li> <li>• 14 parents attended a 3-week course – parents worked in classes with their child for 2 weeks</li> <li>• Targeted at whole school</li> <li>• Parents had a free Numicon kit to continue home learning</li> </ul> <p>Airfyer course</p> <ul style="list-style-type: none"> <li>• Aimed at fathers</li> <li>• 9 attended a 4-week course focussing on budgeting and healthy eating</li> <li>• Free airfryer, recipe and ingredients to take home and cook for families</li> <li>• Through Communities First funding</li> </ul> <p>Dads and Lads group</p> <ul style="list-style-type: none"> <li>• Started in October 2024 and will continue throughout the year</li> <li>• Aimed at whole school</li> <li>• 6 attend to date</li> <li>• SALT delivered training on a total Communication approach over 3 weeks</li> <li>• Fathers have started a project to construct a shed for messy play – this will continue throughout the year</li> </ul> <p>SHINE</p> <ul style="list-style-type: none"> <li>• Aimed at all parents</li> <li>• 13 attended</li> <li>• Focus on emotional regulation and mental health</li> </ul> <p>Wellbeing sessions</p> <ul style="list-style-type: none"> <li>• 12 parents attend</li> <li>• Focus on their own self-care and empowering parents</li> </ul> |
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|   |  | <ul style="list-style-type: none"> <li>• Activities include art, craft, walking, cooking, etc</li> </ul> <p>Coffee mornings</p> <ul style="list-style-type: none"> <li>• Have included sessions from Educational Psychologist, Neurodivergence specialist and citizen advice support</li> <li>• Approx. 15 attend regularly</li> </ul> <p>Nurturing Programme</p> <ul style="list-style-type: none"> <li>• Delivered by the Wellbeing Officer and parent leader</li> <li>• 10-week programme</li> <li>• 10 attended</li> <li>• Focus on parenting skills</li> </ul> <p>Early Birds Plus</p> <ul style="list-style-type: none"> <li>• Delivered by the Wellbeing Officer and parent leader</li> <li>• 8-week programme</li> <li>• 11 attend the course</li> <li>• Focus on Autism awareness</li> </ul> <p>Reading Rhondda</p> <ul style="list-style-type: none"> <li>• Weekly sessions</li> <li>• Delivered by Generation Rhondda</li> <li>• 9 families attend – pupils join the session in the wellbeing centre</li> <li>• Family learning through language and literacy</li> </ul> |
| 4. To further develop pupils reading skills | <ul style="list-style-type: none"> <li>• To maintain and further develop the work of the reading intervention lead to deliver/facilitate high quality interventions</li> </ul> | <ul style="list-style-type: none"> <li>• Reading intervention work is ongoing with a focus on pupils who are referred to the intervention lead based on individual need. Referrals are made by the class teacher.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>• To deliver/facilitate family learning interventions to focus on developing reading</li> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul> | <ul style="list-style-type: none"> <li>• The reading intervention lead promotes pupils' comprehension skills, supports with assisted reading, offers opportunities for partner reading, supports phonics, provides purpose for reading, extends pupils vocabulary and fluency.</li> <li>• Story groups have been introduced to further enhance and promote a love of books and developing reading.</li> <li>• The intervention lead supports the schools bespoke 'Read, Steady, read' initiative.</li> <li>• The Reading Rhondda project is facilitated within the school's Wellbeing Centre and provides opportunities for children and their families to engage with reading, talking and literacy activities; creating a platform where families can share ideas and experiences of how best to support their children at home.</li> <li>• Integration links with local schools are established and ongoing.</li> </ul> |
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