

Grant Strategy Plan

2025-2026



The pupil deprivation grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or those who are LAC.

As a school, we have outlined 3 core areas to be targeted when spending the grant allocated to us.

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	Bryntirion Infant school
School code	6722090
Number of pupils in school	140
Proportion (%) of PDG eligible pupils	25% (35 pupils)
Proportion (%) of LAC eligible pupils	1.4% (2 pupils)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	CSC IP
Grant Lead	Headteacher
Governor Grant Lead	Chair of Governors

Funding Overview

Detail	Amount 2025-2026	Amount 2024-2025	Amount 2023-2024
LAEG school standards funding allocation (EIG and RRRS)	£125,028	£106,170	£90,090
LAEG Equity funding allocation (PDG and EYPDG)	£62,712	£58,650 (PDG £31,050, EYPDG £27,600)	£67,850 (PDG £39,100, EYPDG £28,750)
LAEG Reform funding allocation (ALN and PL)	£10,107	£7,237 (ALN £3707, PL £3,530)	£7,324 (ALN £3789, PL £3535)
Total grant budget...	£197,847	£172,057 (+£6,793)	£165,264 (-£4,911)

Part A: Strategy Plan

Statement of Intent

Ultimate Objectives

Our aim is to ensure equality of opportunity for all children and that all children achieve their full potential.

Strategy Plan

We aim to identify any potential barriers for learning and put in individual or group support as needed to reduce or eliminate any barriers.

Barriers to learning may include Social and emotional issues, health issues, access to resource issues, home school communication and support as well as issues related to previous experiences, learning and home environment factors.

The key principles

- Early identification of any barriers to learning.
- Specific and targeted support.
- Very close and frequent checking and tracking of progress.
- Good communication with parents.
- Plans adapted to meet any changing needs.
- Teaching and Learning approaches that are based on strong pedagogical approaches that are effective for all pupils including eFSM pupils.
- A child focused ethos across the school that focuses on good relationships, wellbeing and rich learning opportunities.

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
All pupils have the learning skills needed to enable them to make good progress due to the increase in staff numbers and rich learning experiences and environments.	<ul style="list-style-type: none">• All learners have good independent learning skills.• All learners are stimulated to learn because of the rich learning opportunities provided.• Learning is well differentiated.• Effective learning environments are effective in supporting pupils' skills.• Opportunities within the learning environment helps pupils to practise and/or enhance their skills.
To ensure that Interventions are closely targeted to support good pupil progress	<ul style="list-style-type: none">• Clear suite of assessments that are used effectively to assess a child's needs.• Interventions are specifically targeted and occur with frequency.• Progress is assessed at least every term, programs adapted as needed to ensure they are addressing the specific needs.
Parent workshops allow parents/guardians to engage with the school at school so they can support their children at home. These activities increase wellbeing and self esteem.	<ul style="list-style-type: none">• Parental engagement is high.• Parents know what to do to support their children.• Parents and pupils have high levels of well-being and self-esteem.

Activity in this academic year

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

- A large proportion of PDG/EY PDG funding (96%) is allocated to specific members of staff in each year group from year N to Year 2. The EY PDG allocated to EY staff only. This is priority one for WG (*High Quality Learning and Teaching*).
- Teachers will monitor eFSM pupils on class profiles in order to specifically analyse needs and progress.
- LSO's will allocate time to address eFSM needs identified, progress will be closely monitored.
- Learning teams will look at good practice in differentiation and share ensuring a consistent approach.
- Monitoring of social and emotional needs and daily class check ins will be embedded across the school to support with Wellbeing issues.
- Wellbeing will be discussed weekly during staff meetings and termly during pupil surgeries.
- The opportunity to offer pupils 'immersion events' as enrichment activities to widen pupils' knowledge and skills.

PDG Focus Area 1:	High Quality Teaching and Learning (WG priority 1)						
PDG (incl. EYPDG)	£184,740						
Our main aim as a school is to ensure that all pupils are able to experience high quality teaching and learning whilst they are in school. We understand that there is some further work to be done in order to develop teaching and learning to support the needs of PDG pupils and much of the PDG spend is used to ensure that all staff that work with pupils, are able to provide experiences and opportunities that will support pupils’ development. This includes developing practice, supporting underachievement, sharing best practice, networking with otherschools and training. We recognise that developing high quality teaching and learning to meet the needs of FSM pupils will allow us to not only close the gap in attainment between Non-FSM and eFSM pupils within the school, but benefit all pupils regardless of financial background. Research has identified that there is High Impact had on standards of attainment when teaching and learning is promoted and developed within the school.							
Action	Impact	OUTPUTS			Resource/s	Timescale	Evidence
		Number of eFSM	Number of LAC	Other measurable outputs			
★ To provide higher staff volume so that intervention, training and support for staff in developing pupils’ literacy and numeracy skills within the classroom, in order to close the gap in attainment.	★ Staff are confident in applying strategies within their teaching which promotes pupils' literacy & numeracy skills, therefore promoting improved standards of attainment, particularly amongst eFSM pupils.	39	2	Improved Teaching and Learning with supportand intervention in place when needed.	Additional Staff - £184,740	On going	Pupil progress Trackers MER

PDG Focus Area 2:	Community Schools: Parental Support (WG priority 2)						
PDG Spend	£500						
Within the school we have identified, and research has highlighted that the involvement of parents can have significant impact on pupils’ attainment. One of our main aims for using PDG grant is to identify and provide regular opportunities for Parents of eFSM pupils to become more involved in the education of our pupils and therefore contribute to the learning of pupils, therefore closing the gap in attainment between eFSM and Non-FSM pupils. It is also our aim to provide parents with information, resources and sessions that will allow them to better support their children at home, therefore removing the issue of confidence in supporting children and removing the financial need to purchase resources to support their child’s development.							
Action	Impact	OUTPUTS			Resource	Timescale	Evidence
		Number of eFSM	Number of LAC	Other measurable outputs			
★ To carry out interactive Parent Reading Café sessions for 31 weeks a year.	★ Improved levels of wellbeing and self-esteem. ★ Better support for Parents/Carers in supporting their child at home.	39	2	Improved levels of wellbeing and engagement at school.	£500 Refreshments and resources	Weekly	Photographic, Parent’s questionnaires

PDG Focus Area 3:	Early Childhood Education and Care-Enrichment and Experiences (WG priority 3)						
PDG (incl. EYPDG)	£2,500						
A major part of consolidating teaching and learning that take place in the classroom is the opportunity to develop and promote these newly acquired skills in contexts inside and outside the classroom. Enrichment and experiences that we can provide pupils with, which enhances learning, are beneficial to all pupils, particularly to eFSM pupils who may otherwise never be exposed to such opportunities. As a school, we recognise that there are those within our community who may not have had similar experiences or opportunities as other pupils within the school that may give them an advantage in learning. The cost/financial implications that can often prevent eFSM pupils from accessing such experiences must be removed by the school to ensure that all pupils, regardless of backgrounds, are presented with an equal opportunity to enhance and consolidate their learning. Enrichment and experiences may include visitors, external visits, outdoor learning and other similar opportunities that enhance pupils’ learning experience within the school.							
Actions	Impact	TPUTS			Resources	Timescale	Evidence
		Number of eFSM	Number of LAC	Other measurable outputs			
★ Continue to provide access to enriched learning experiences ‘Immersion days’ reducing financial barriers and providing equity of experiences.	★ No child is impacted on as a result of financial barriers. ★ All pupils can access enrichments which furtherpromotes their skill development and engagement at school.	39	2	Improved levels of wellbeing amongst pupils	Autumn: Christmas Immersion Day £1250 Spring: Dragon/Easter Immersion Day £1,250	Ongoing	Photographs

Grant Funding allocated to Bryntirion Infant school for 2025-202:	£187,740
Funding Assigned:	£187,740
Funding underspend/Overspend:	£0