Grants 2026-27

Pupil Development Grant	75,220
Standards	135,384
ALN	5,786
Professional Learning	5,840
WEG	1,994

Pupil Development Grant Statement

This statement details our school's use of the PDG for the 2026 to 2027 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	Thornwell Primary
Number of learners in school	239 (including nursery)
Proportion (%) of PDG eligible learners	22.5%
Date this statement was published	22nd October 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	
PDG Lead	Tim Appleby
Governor Lead	Bronwen Rashad

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£75,220

Part A: Strategy Plan

Statement of intent

- All learners are socially and emotionally thriving demonstrating readiness to learn.
- High quality teaching & learning meets the individual needs of all learners, accessing high quality provision and pedagogy.
- All staff have the highest expectations and support to achieve.
- All learners receive support and interventions closely matched to individual need. Barriers are removed and success in learning achieved.
- All learners make rapid progress from starting points in interventions.

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 & Learning – metacognition and high quality teaching of literacy and numeracy	Standardised assessments in English and Maths to continue to evidence climbing trends in progress scores of FSM learners. Effective early speech and communication interventions based on outcomes of on entry welcome assessment to ensure that at all pupils make the expected progress during their time in intervention sessions. At least 35% of pupils to make above the expected progress in intervention sessions.
Wellbeing	Universal wellbeing provision is effectively supported by a range of creative, targeted interventions for those pupils with the greatest needs. Identified learners are demonstrating an increased confidence, independence and a readiness to engage and learn across the curriculum. Nurture, ELSA and horticultural therapy to allow children to develop confidence, feel a sense of

	belonging and overcome emotional barriers to learning. Ensure that outcomes from, and information shared within CP processes, effectively informs targeted wellbeing interventions and reduces likelihood of FTE, lack of engagement and school absence.
Family & Community Engagement	FFerm Fach to continue to provide a real reason for families to engage with supporting the endeavours of the school. Fferm Fach to continue to serve as a wellbeing resource accessed by other Monmouthshire pupils. Improve average rates of attendance alongside targeting improvements in FSM attendance by July 2027. Use LA partners to secure Fferm Fach as a registered charity and begin fund raising. Ensure that parents have access to information about locally available support eg food banks, counselling services, financial planning etc. Provide access on school site to free resources to support learning and attendance at school eg. School uniform, stationary, reading materials etc. Continue to provide 'RADY Packs' (English and Maths resources to support learning at home supported by videos released on seesaw) to support parents of Reception and Year 1 pupils.
Wider Curriculum Experiences	Secure equity of access to our enriched curriculum opportunities, including a range of visits and trips, workshops and visitors to enhance curriculum in school.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Family Liaison and inclusion support Teaching Assistant salaries to support speech and wellbeing interventions Nurture Groups and ELSA Salary of horticultural therapist Resources for Fferm Fach Maths Mastery Resource Access

Metacognition PL Subsidising trips and visitors to secure equitable curriculum access Developing provision to support deeper metacognition Developing provision to support independent learning Maintaining trauma informed practice Maintaining safe positive handling practices Inclusion support

Learning and teaching

Budgeted cost: £ 21,730

Activity	Evidence that supports this approach
Metacognition PL (AfL)	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost.
Developing provision to support deeper metacognition	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost.
Developing provision to support independent learning	The Education Endowment Foundation identifies metacognition and self-regulation as one of the highest-impact approaches available to schools, associated with approximately eight months of additional progress. Effective independent learning is not about pupils working without support; it is about explicitly teaching learners to plan, monitor and evaluate their learning so that they become increasingly self-regulating and successful.
Wellcom speech assessment and intervention groups	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost.

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: £4,240

Activity	Evidence that supports this approach
Family liaison support	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost.

Continued running of Fferm fach (school and community farm) to encourage parental engagement and to support self- regulation	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost

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

Budgeted cost: £ 49,250

Activity	Evidence that supports this approach
ELSA Nurture Horticultural therapy	Research from the Education Endowment Foundation (EEF) states that these activities should have between moderate to high impact for low cost
Maintaining trauma informed practice	There is strong evidence that trauma can adversely affect children's learning, wellbeing and behaviour. There is growing evidence that trauma-informed approaches can improve school climate, relationships and engagement. However, the research evidence for whole-school trauma-informed programmes remains emerging rather than conclusive. The strongest support is for the relational, preventative and emotionally supportive practices that sit within trauma-informed approaches rather than for any specific branded programme.
Attendance and Inclusion support – Sensory Stars Programme	Sensory provision is intended to improve pupil regulation, wellbeing and readiness to learn. Improved engagement and attendance may arise as secondary benefits where these barriers have previously affected school participation.

Total budgeted cost: £**75,220**

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 2025 to 2026 academic year.

Activity	Impact

ELSA and Nurture	28 pupils in receipt of ELSA and 15 in receipt of Nurture. Nearly all pupils report improved levels of confidence, safety and security.
Horticultural therapy	18 pupils in receipt of horticultural therapy. Nearly all pupils demonstrate high levels of enjoyment and satisfaction. They demonstrate increased engagement and attitudes to learning in these sessions are strong.
Wellcom speech interventions	Nearly all pupils supported making greater than expected progress and the majority recovering to their 'age appropriate' score. All pupils assessed on entry to inform inclusion within in-house support groups or referral for specialist support.
Family Liaison Support	EBSA approaches alongside improved relationships with parents contributing to improved attendance for nearly all supported families. Four learners in receipt of targeted interventions that were successful in maintaining their mainstream placement (avoiding PEX). Maintained reduction in percentage of FSM pupils subject to FTE. Individual learners in receipt of appropriate wellbeing interventions in response to information shared in CASP meetings and Core-Groups.
Maths Mastery	All pupils in daily receipt of good quality skills acquisition lessons using resources with proven track record in raising outcomes of disadvantaged learners.
Fferm Fach Community Farm Relationship building with parents and wider community	All eFSM pupils accessing the farm for weekly sessions as part of our universal wellbeing provision. 17 weekend visits from parents (with their children) accessing school site to engage in farming activities. 28 visits from specific learners from MCC primary schools as behavioural intervention. 3 visits from community groups – Cubs and Beavers Farm accessed daily throughout August by pupils who engaged in the Fun Food and Fitness Programme.

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**
N/A	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.

Other Grants

Grant Funding

The school's grant plans are regularly scrutinised by the Governing Body, supported by advice from the EAS (Educational Achievement Service) and monitored by the Local Authority.

Standards Grant

The purpose of this grant is to improve the quality of teaching & learning, address learners' barriers to learning and improving inclusion, improve leadership and improve the provision for learners and the engagement of learners.

The total allocation of EIG funding for April 2026 - March 2027 is £135,382

We use this grant towards:

- Employing 3 X L3 and 2x L2 Teaching Assistants to support teaching and learning of Literacy, Language & Communication and Maths & Numeracy across progression Step 1 & 2.

Professional Learning for Teachers Grant

The purpose of the PL grant is to support the teaching profession to understand, embrace and develop the national programme of curriculum reform.

The total allocation of PL funding for April 2025 - March 2026 is £5,840

We are using this grant to:

- fund release time for Professional Learning Leader & Strategic Leadership Team members to work on curriculum development
- Lead the PL (identification and delivery) associated with changing provision to improve teaching and learning

- Pay overtime for Teaching Assistants to attend professional learning

Additional Learning Needs Reform Grant (ALN)

This grant supports schools in their implementation of the national ALN Reform Programme.

The total allocation of ALN funding for April 2026 - March 2027 is £5,786

The school undertakes the following activities in order to support pupils:

- Salary contribution to ALNCo.
- Time to plan staff training and updates on Edukey & school/cluster initiatives.

Welsh Education Grant (WEG)

This grant supports English medium schools in raising standards the Welsh language.

The total allocation of WEG funding for April 2026 - March 2027 is £1,994.

The school undertakes the following activities in order to support pupils:

- Release time for Welsh leader to undertake planning, monitoring, review and evaluation activities.
- Professional learning for staff
- Contribution towards shortfall in cover for staff on Sabbatical Welsh Language course