



Grants 2025-26

Pupil Development Grant	84,890
Standards	119,067
ALN	6,361
Professional Learning	5,840
WEG	2,077

[Pupil Development Grant 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.

[School Overview](#)

Detail	Data
School name	Thornwell Primary
Number of learners in school	235 plus 27 in part-time nursery
Proportion (%) of PDG eligible learners	31.5%
Date this statement was published	8 th October 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	
PDG Lead	Tim Appleby
Governor Lead	Bronwen Rashad

Funding Overview

Detail	Amount
PDG funding allocation this academic year	84,890

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	<p>Standardised assessments in English and Maths to continue to evidence climbing trends in progress scores of FSM learners.</p> <p>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.</p>
Wellbeing	<p>Universal wellbeing provision is effectively supported by a range of creative, targeted interventions for those pupils with the greatest needs.</p> <p>Identified learners are demonstrating an increased confidence, independence and a readiness to engage and learn across the curriculum.</p> <p>Nurture, ELSA and horticultural therapy to allow children to develop confidence, feel a sense of</p>

	<p>belonging and overcome emotional barriers to learning.</p> <p>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.</p>
Family & Community Engagement	<p>Fferm Fach to continue to provide a real reason for families to engage with supporting the endeavours of the school.</p> <p>Fferm Fach to continue to serve as a wellbeing resource accessed by other Monmouthshire pupils.</p> <p>Continue to improve average rates of attendance for by targeting a fourth consecutive annual increase by July 2026.</p> <p>Use LA partners to secure Fferm Fach as a registered charity and begin fund raising.</p> <p>Ensure that parents have access to information about locally available support eg food banks, counselling services, financial planning etc.</p> <p>Provide access on school site to free resources to support learning and attendance at school eg. School uniform, stationary, reading materials etc.</p> <p>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.</p>
Wider Curriculum Experiences	<p>Secure equity of access to our enriched curriculum opportunities, including a range of visits and trips, workshops and visitors to enhance curriculum in school.</p>

Activity in this academic year

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

PASS assessments
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

Learning and teaching

Budgeted cost: £ 11,400

Activity	Evidence that supports this approach
Maths Mastery Metacognition PL (AfL)	Research from the Education Endowment Foundation (EEF) states the activity should have between moderate to high impact for low cost.
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: £ 29,240

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) Parent Engagement Metacognition and 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: £ 44,250

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

Total budgeted cost: **£95,933**

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.

Activity	Impact
ELSA and Nurture	31 pupils in receipt of ELSA and 13 in receipt of Nurture. Nearly all pupils report improved levels of confidence, safety and security.
Horticultural therapy	24 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 a three year incremental improvement in overall attendance. Three 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	All eFSM pupils accessing the farm for weekly sessions as part of our universal wellbeing provision.

Relationship building with parents and wider community	<p>11 weekend visits from parents (with their children) accessing school site to engage in farming activities.</p> <p>12 visits from specific learners from MCC primary schools as behavioural intervention.</p> <p>3 whole class visits from cluster schools.</p>
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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 2025 - March 2026 is £119,067

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
- Improve assessment procedures
- Identify and deliver staff training
- 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 2024 - March 2025 is £6,361

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 2025 - March 2026 is £2,077.

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