

PDG Statement 2025 2026 – Bodringallt Primary School

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

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	Bodringallt Primary
Number of pupils in school	73 (09.25)
Proportion (%) of PDG eligible pupils	49% (3yr average 2023 -25 -45%)
Date this statement was published	09.25
Date on which it will be reviewed	01.26 - 06.26
Statement authorised by	S Howells
PDG Lead	S Howells
Governor Lead	Curriculum Standards Committee

Funding Overview

Detail	Amount
PDG funding (now called 'Equity Grant') allocation this academic year	£37,950
Total budget for this academic year	£37,950

Part A: Strategy Plan

Statement of Intent

What are your ultimate objectives for the pupils being supported?

The plan is linked to our school development plan that has been produced following our school self-evaluation.

School Improvement Priorities 2025 – 2026	
Priority 1	Consistently provide an appropriate level of challenge for more able pupils.
Priority 2	Improve opportunities for pupils to influence school life and their learning.
Priority 3	DCF develop staff knowledge and pupil skills within strands of a) Producing 3.1 – planning/sourcing + searching b) Data+Computational 4.1 - problem solving + modelling.
Priority 4	To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

What are the key principles of your strategy plan?

For pupils and staff ‘to be the best they can be’ to give our absolute all to ensure we be the best we can be to support the challenges of the high levels of need and vulnerability within our school community – as the context below illustrates.

Contextual Information 2025-2026

Key principles are:

For our children and staff ‘to be the best they can be’ and embody this vision through their advocacy, behaviours, commitment, deeds and experiences of attending Bodringallt Primary School.

To provide our pupils with the following:

- Unconditional love.
- Giving the children what they need, when they need it.
- See life through a pupil lens – particularly FSM / low income families / vulnerable / SEN / ALN
- To improve attendance + ensure safeguarding – pupils are in and they are safe.
- To provide high quality teaching and instruction.
- To ensure enrichment, nurture, improved well-being and self-esteem, happiness and access to learning of new concepts, knowledge, skills and real-life experiences.
- To embrace and support pupil vulnerability and continue developing social integration skills in light of post CoVid difficulties, current cost of living crisis and trauma that may affect the children.
- To provide nourishment and relaxation from post CoVid difficulties, cost of living crisis, separation, bereavement and trauma.
- To provide opportunities to enhance and enrich pupils learning across the curriculum and beyond.

How does your current strategy plan work towards achieving those objectives?

- Many pupils require targeted support to address their learning deficit due to; developmental / medical issues, post CoVid / family traumas, transience and cost of living crisis within our community.
- Narrowing gap between eFSM and nFSM, vulnerable learners too.
- Improving attendance for target 'Rainbow' Group + Nurture children.
- Improving attendance + engagement of school refusals.
- Improving attendance of eFSM pupils.
- School staff supporting pupils, families.
- Sustain Big Bocs Bwyd, 'Pay as You Feel' Shop, develop outside area (families to connect) + as platform for family engagement.
- Develop 'Curiosity' Approach further, school environments to pupil / cohort needs.
- Empower pupil voice through learning and extend to improve space inside and outside.
- Find ways to support increasing challenges with new Nursery pupils – collaborate with A+I / EY Forum Practitioners if pupils have been referred to Service prior.
- Seek a way to create a link up group (pre-school children).
- Enact and deliver any programmes from Speech + Language Therapist, Educational Psychologists, Physical / Medical Team, Behaviour Support, Early Years Forum Practitioners, Occupational Therapist and any professionals from Learning Support Service.
- Teaching and Learning - high quality teaching and instruction, high quality 'universal provision' and added interventions outside of class (reduced significantly due to Budget implications) + family engagement will be encouraged to narrow gaps and promote engagement in school.
- Ensured support staff are highly trained and deployed effectively to facilitate learning.
- Professional learning offers – staff – WellComm (on developing children's speech, language+communication skills – CSC LLC Partnership (Oracy), CSC Prof Learning 'Engaging in School based research to develop independence and pupil effectiveness' (Teaching+Learning), Self-directed research of practitioners, Collaborations within Cluster (DCF Cluster Project 09.25+), ASD +Speech and Language Training via RCTCBC (Access+Inclusion), Trauma Informed Practice (RCT CBC) , 'Makaton' Ysgol Hen Felin (top ups), ELSA, CLA (Cluster Project), Thrive (Wellbeing – refreshers annually) and Diversity Training (staff).

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
Improved attendance of Target Groups	Nearly all in targeted attendance groups improve attendance

Improved attendance + engagement of school refusals	Nearly all school refusals have improved attendance from last year
Range of pupils from R – Y6 to access 'Rainbow' (social + emotional) provision – nurture + support vulnerable pupils	Individual pupil progress is demonstrated from Thrive baseline, increased engagement in learning activities in Rainbow Provision + in classes
Extend Community Focus - increase range of healthy activities + extra-curricular opportunities during / after school e.g. Big Bocs Bwyd (BBB), Multisports for Y1+2/ / Choir / Sport / Cambrian Village Trust, Sport Resource Lending Library (Sport RCT), Mens Sheds etc	Activities organised reflect pupil voice influence and contribute to Health and Wellbeing Increased range of healthy opportunities within school day (Sports Ambassadors playtimes + A/S Clubs) Strengthen partnership with Sport RCT School to set up Lending Service to promote healthy play activities e.g. balance bikes and play rucksacks Stakeholder voice / family photos on Seesaw FB Pages indicates use / success
Develop Big Bocs Bwyd (BBB) programme – staff to support Headteacher with BBB role in community	BBB open twice weekly Families using 'Pay As You Feel' Shop Increased volunteers contribute BBB used in curriculum + learning
Provide varied Immersion / Enrichment Days – to ignite learning + include traditional activities too MINIMUM 1 per Half Term + experiences that help to fulfil	Some events / enrichment / experience activities organised + reflect pupil voice Experiences provide nourishment / relaxation / knowledge and contribute to improved understanding of concepts, their Health and Wellbeing and happiness
To continue to provide - quality universal provision – that this is evident in all learning environments supporting high quality learning experiences that are accessible for all.	Increased pupil time Increased attendance Reduction in PSPs Reduction in Exclusions Increased learner engagement Pupil Progress Meetings Learning Walks PM of staff
Ensure staff have relevant professional learning /training / support / guidance to ensure the high-level needs within Nursery + Reception + Year 1 are supported.	Increased pupil time Reduction in PSPs Increased learner engagement Pupil Progress Meetings Staff views Mentoring
Embed a safe + stimulating learning provision for SEN / ALN with strong partnerships, regularly monitor and review impact.	Increased time for learners in Nursery / Reception Improved behaviours Improved engagement TAC / PCP meetings MER

Provide a Professional Learning offer to Teachers + Support staff to strongly focus on child development, communication and sensory needs – (Access + Inclusion, CSC, + Hen Felin Partnership).	Pupil Progress Meetings Staff views Mentoring Increased pupil time / engagement PM MER
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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.

All of PDG and EYG is spent on staffing (see enclosed table) to ensure that the above intended outcomes + activities are delivered to ensure the improved attendance, engagement, wellbeing and progress of PDG learners and other vulnerable groups.

PDG = £37,950		
Cubs – * (TA – G4)	10 hours	£7,624.66 (G4 – Interventions)
Cubs – * (TA – G4)	15 hours	£11436.99 – (Cubs)
Cubs - * (TA- G4)	30 hours	£21414.00 – (Cubs)
Rainbow/Interventions – * (TA G4 – Interventions)	4 hours	£2222.66 – (Whole school)
TOTAL PDG / EY PDG Spends		£42698.31 (£4748.31 from budget)

Learning and Teaching

Budgeted cost: £42698.31 (£4748.31 from budget)

Activity	Evidence that supports this approach
Employ 1 full time 2 x part-time LSA's (G4) to work (59 hours – * (30), *(25 - 5/12ths), * (4) within Dosbarth Gwdihw+Cubs – particularly supporting our vulnerable learners within N/R+Y1 Group, ensure the high-level needs within Nursery, Reception, Years 1/4/6 are challenged + supported, eFSM + disadvantaged vulnerable pupils within adjusted provisions of continuous and enhanced within indoor and outdoor environments – supported professional learning – Learner effectiveness, pupil voice, Attendance Conference Speech + Language, , ASD Communications Training, Nurture Network, Boxall PDG £37,950	Increased time for most challenged and vulnerable learners Nursery learners in 'Cubs' provision Improved social behaviours – obs – chronology - Dojo Points Improved learner engagement Increased learner independence Thrive Progress (those supported within Rainbow provision) Pupil Progress Meetings TAC / PCP meetings MER
Employ 1 full time 2 x part-time LSA's (G4) to work (59 hours – * (30), *(25 - 5/12ths), * (4) within Dosbarth Gwdihw+Cubs - to reduce gap for Efsm / targeted + disadvantaged vulnerable pupils providing support for communication, phonics, reading sessions and bespoke interventions e.g. communication / sensory / pupil independence / attachment / trauma / social / emotional - as and when the pupils need it - supported prof learning - ELKLAN, Communication – WellComm, Boxall – PDG £37,950	Increased time for most challenged and vulnerable learners in 'Cubs' provision Improved social behaviours – obs – chronology - Dojo Points Improved learner engagement Increased learner independence Thrive Progress (those supported within Rainbow provision) Pupil Progress Meetings TAC / PCP meetings MER

Community Schools

Budgeted cost: £ 0

Activity	Evidence that supports this approach
<i>Uniform / Clothes Shop</i>	Availability of uniforms / coats etc
<i>Cambrian Club Multisports Years 2 - 6 (£25 X 1 hour) – pupil donation + school fund since April 24 (H+WB)</i>	Photos – X / Facebook / Class Dojo L2L's Register

<i>Generation Rhondda- Fun Club (games/activities) – TBA</i>	Photos – X / Facebook / Class Dojo L2L's Register
<i>Netball Club – seek donations for netball goals/stands/kits - (H+WB)</i>	Photos – X / Facebook / Class Dojo L2L's Participation – Cluster Tournaments (Y4/5/6)
<i>Big Bocs Bwyd Project – Pay As You Feel Community Shop - (H+WB)</i>	Increased numbers / income - sustainability Community use / engagement Parent / Carer Volunteers Transformation of unused garden area Transactions <i>*Community Partnerships</i>
<i>Family Engagement Activities (H+WB – raising aspiration)</i>	'Reading Rhondda' – Generation Rhondda 'Cooking on a Budget' – Valleys Kids 'Puzzle Programme' – Valleys Kids 'Playful Parenting' – Valleys Kids 'Drop In' Wednesdays' – Valleys Kids 'Maths Numeracy Sessions' – Cubs Parents / Carers – Swansea University New Parents + Friends Group Xmas Fete Xmas Hampers Easter / Xmas Treats Summer Hampers Foodbank vouchers Pupil Parties Harvest / Easter Bonnet / Xmas Shows / Choir
<i>Bike Lending Service</i>	Families in Progression Step 1 – borrowing bikes + helmet – weekends and holidays

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

Budgeted cost: £0

Activity	Evidence that supports this approach
'Rainbow' (social + emotional) provision - range of pupils from R – Y6 access– 3 groups – half term placement minimum – impact –	Improved scores from Thrive Baselines - impact – Thrive data returns / Termly indicators – FSM pupils

- Thrive data returns / Term indicate nearly all have made progress ‘Rainbow’ – vital asset sitting above our universal provision – this ‘extra’ allows friends (following disputes) to reconnect, other learners to play safely in a cooperative way whilst facilitated by FEO – improving wellbeing / self esteem / social skills and emotional literacy - Rainbow Monday Group – Attendance / engagement – monitoring, mentoring incentivising for improved attendance ‘Rainbow’ Practitioner attending Thrive Professional Learning - Attending FEO Network / Hayley Jacobs RCT ‘SHINE’ – CTM mental health + wellbeing – Spring 26 - Provide continuation of and seek new family engagement activities to support family learning, wellbeing, home learning – parent/carers activities. - Parents and Friends Group – maintain momentum for participation + fundraising to offset costs for trips / residential / resources - Develop professional skills / knowledge and capacity of school support staff.	Improved scores from Thrive Baselines - impact – Thrive data returns / Termly indicators – eFSM pupils L2Ls Improved pupil engagement Improved attendance of Rainbow Target Group – FSM learners Adjustments to practice / provision where applicable Community Focussed - Professional Learning – improving outcomes for learners Supporting learners + families + staff Community Focussed - Extend Parent / Carer Offer ‘Big Bocs Bwyd’ /– ‘Reading Rhondda’ / ‘Puzzle Programme’ / ‘Cooking on a Budget’ / Healthy Eating (‘Design to Smile’) Number activities / Drop ins Provide enrichment / fun / sense of belonging / strengthen community with events / fundraise to off set costs of trips + clubs Provide professional learning through RCT CBC Trauma Informed / ELSA / WELCOMM to impact on learner progress for all
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Total budgeted cost: £42698.31 (inclusive of overspend £4748.31 from budget) - PDG/EYPDG COMBINED now called ‘Equity Grant’)

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.

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
<i>WellComm</i>	<i>RCT CBC / Wellcomm</i>
<i>Early Years Language Project</i>	<i>RCTCBC</i>
<i>'Parent Puzzle'</i>	<i>Valley Kids</i>
<i>'Cooking on a Budget'</i>	<i>Valley Kids</i>
<i>'Maths Magic' Workshops</i>	<i>Valleys Kids</i>
<i>After School Club – Multisports</i>	<i>Cambrian Village Trust</i>
<i>Thrive Refreshers</i>	<i>Thrive</i>
<i>Rugby lunchtimes</i>	<i>Rhondda Schools Rugby</i>
<i>Y6 Residential to Manor Adventure</i>	<i>Manor Adventure</i>
<i>Music Mondays – SH +Huw Evans whole school singing + music in classes</i>	<i>Huw Evans Music</i>
<i>Big Bocs Bwyd area - Family+Learning Area Garden Project</i>	<i>Multiply / RCT CBC/ Cambrian Village TRUST</i>
<i>Trauma Training</i>	<i>RCT EPS</i>
<i>ACE Awareness and ACE Informed Practice</i>	<i>RCT EPS</i>
<i>Early Years Language Project' (EYLP)</i>	<i>RCTCBC</i>
<i>ELKLAN Accreditation for HLTA/Nursery Lead</i>	<i>ELKLAN / RCTCBC</i>
<i>WELCOMM</i>	<i>WELCOMM / RCTCBC</i>
<i>CSC / Daisy Christodolou Oracy Project / 'Comparative Judgement / 'No More Marking'</i>	<i>CSC</i>
<i>DCF Cluster Collaboration with James Protheroe RCT</i>	<i>Cluster</i>
<i>Maths – Using Manipulatives Cluster -</i>	<i>Penyrenghlyn Primary School</i>
<i>Community Focused Schools + 'Multiply' - parent/carers learning opportunities / engagement</i>	<i>Multiply / RCT CBC / Valleys Kids</i>
<i>Cwm Taf Morganwg - RSE</i>	<i>CTM Health Trust</i>
<i>CSC Literacy funded project for trialling Literacy Rubrics to support schools' self evaluation</i>	<i>CSC</i>
<i>'PCP / All About Me' A+I Ailsa Reynolds</i>	<i>RCT CBC Access+Inclusion Service</i>
<i>ADHD / ASD professional Learning (staff twilight 1) – EPS provided</i>	<i>RCT EPS</i>
<i>Team Teach Training Refresher –</i>	<i>RCT BSS</i>

Mindset+ Mediation in Learning (MELSA) – RCT EPS Hannah Warnock	RCT EPS
'Maths Magic' Workshops	Valleys Kids
'Trauma Informed Practice'	RCT CBC
'DCF Cluster Collaboration'	Cluster
'Foundation Phase Leader Network	CSC
'Engaging in school based research to develop learner independence and effectiveness.'	CSC

Further information (optional)

- Leaders and staff have developed a curriculum that aligns with the principles and purposes of Curriculum for Wales well. Teachers plan systematically for all pupils to develop their literacy, numeracy and digital skills progressively through a range of interesting cross curricular themes
- From an early age, most pupils read well and develop a love of reading. By the end of Year 6, pupils read a range of books with good fluency and expression. The school's curriculum provides many opportunities for pupils to apply their literacy skills successfully to other aspects of their work
- As pupils progress through the school, most pupils develop sound knowledge and understanding of mathematical concepts. They apply these skills well across the curriculum, cluster work to align expectations for mathematics teaching by the end of Year 6. This supports a consistent approach to developing pupils' mathematical skills over time.
- Leaders have strong processes to evaluate the school's effectiveness, identify areas for improvement, and implement timely strategies to enhance pupils' learning, such as developing oracy skills.
- Targeted professional learning, aligned with school priorities, fosters beneficial staff innovation. For example, staff collaborate diligently to refine strategies for teaching oracy and writing in foundation learning classes. This empowers them to explore new initiatives that improve pupils' outcomes. As a result, most pupils who enter the school with communication skills below the expected level for their age make significant and sustained progress over time, developing the confidence and ability to express themselves clearly.
- Staff offer a suitable variety of engaging opportunities for pupils to develop their digital skills. As their skills progress over time, older pupils effectively use a range of software and apply their coding knowledge well to create games for younger pupils and programme characters to navigate obstacles.
- During learning activities, staff provide useful feedback to help pupils know how well they are doing and what they need to do to improve. They use questioning skilfully to challenge pupils to build on prior learning, check their understanding and encourage them to extend their thinking independently as well as in groups and pairs. This develops pupils' resilience and confidence to learn from their mistakes and from others. However, learning activities do not always challenge the more able pupils sufficiently to make the progress that they are capable of.
- The school celebrates its Welsh heritage positively. Pupils develop a worthwhile sense of 'cynffin' and learn about the features of their locality, for example they learn about the local mining heritage. Generally, staff model the Welsh language purposefully and roles, such as 'Helpwr

Heddiw' and 'Y Criw Cymraeg', help to promote the language suitably. Overall, the school's provision develops pupils' Welsh language skills appropriately.

- Staff encourage pupils of all backgrounds and abilities to take on leadership roles in meaningful ways through beneficial opportunities to join pupil voice groups, including The Senedd and The Sports Ambassadors. While students are given opportunities to express their views, the influence of student leadership groups on school improvement is limited.
- Community focussed + actively attempt to reduce cost of 'school day' e.g. subsidising trSIOs / visits / fruit tuck / events in school / prize giving / Big Bocs Bwyd / Food Hampers / Foodbank vouchers / free clubs / uniform 'shop' / home visits / collabs with Generation Rhondda / Valleys Kids / Save the Children / Sporting Marvels
- Estyn 'Bodringallt Primary School is a happy, inclusive learning community where leaders and staff take pride in fostering pupils' well-being and progress. This includes strong support for those in the Social, Emotional, and Behavioural Difficulties (SEBD) provision class. The school prioritises pupils' emotional needs successfully, ensuring they feel happy and secure. This includes the highly effective provision for pupils and their families in the school's 'Rainbow Room'. Its nurturing ethos, combined with effective teaching and engaging learning experiences, enables most pupils, including those with additional learning needs (ALN) and those from at risk of underachieving because of the effects of socio-economic disadvantage, to make good progress. Staff carefully monitor pupils' progress and provide targeted support when needed. Strong relationships between pupils and staff foster a supportive environment, leading to exceptionally good behaviour and positive attitudes to learning across the school.'
- Leaders and staff have developed a curriculum that aligns with the principles and purposes of Curriculum for Wales well. Teachers plan systematically for all pupils to develop their literacy, numeracy and digital skills progressively through a range of interesting cross curricular themes
- From an early age, most pupils read well and develop a love of reading. By the end of Year 6, pupils read a range of books with good fluency and expression. The school's curriculum provides many opportunities for pupils to apply their literacy skills successfully to other aspects of their work
- As pupils progress through the school, most pupils develop sound knowledge and understanding of mathematical concepts. They apply these skills well across the curriculum, cluster work to align expectations for mathematics teaching by the end of Year 6. This supports a consistent approach to developing pupils' mathematical skills over time.
- Leaders have strong processes to evaluate the school's effectiveness, identify areas for improvement, and implement timely strategies to enhance pupils' learning, such as developing oracy skills.
- Staff offer a suitable variety of engaging opportunities for pupils to develop their digital skills. As their skills progress over time, older pupils effectively use a range of software and apply their coding knowledge well to create games for younger pupils and programme characters to navigate obstacles.
- During learning activities, staff provide useful feedback to help pupils know how well they are doing and what they need to do to improve. They use questioning skilfully to challenge pupils to build on prior learning, check their understanding and encourage them to extend their thinking independently as well as in groups and pairs. This develops pupils' resilience and confidence to learn from their mistakes and from others. However, learning activities do not always challenge the more able pupils sufficiently to make the progress that they are capable of.
- The school provides effective support for pupils ALN. Leaders work closely with staff, parents, and external agencies to meet these needs, including those in the SEBD provision class. A

dedicated team of well-trained learning support assistants skilfully supports individual pupils. Staff collaborate successfully with other schools to share ideas and best practice to enhance support for ALN pupils.

- Staff encourages pupils of all backgrounds and abilities to take on leadership roles in meaningful ways through beneficial opportunities to join pupil voice groups, including The Senedd and The Sports Ambassadors. While students are given opportunities to express their views, the influence of student leadership groups on school improvement is limited.
- Bodringallt Primary School is a highly inclusive learning community that places a clear priority on the development of pupils' well-being. This ethos creates an environment where pupils work and play together happily.
- Pupils know that all adults in the school care for them and that they can turn to them when they have difficulties. This supportive ethos, alongside consistent and effective teaching, ensures that most pupils make good progress in their well-being and learning. This includes pupils with additional learning needs (ALN), pupils in the class for pupils with social, emotional and behavioural needs (SEBD) and those at risk of underachieving because of the effects of socio-economic disadvantage.
- The headteacher is a committed, inspiring and compassionate leader who places the care, happiness and well-being of pupils and staff at the heart of his work. In partnership with other senior leaders and staff, the headteacher has implemented a clear shared vision based on providing pupils with worthwhile and authentic opportunities to support pupils to 'be the best they can be.'
- The positive and nurturing working relationships that exist between staff and pupils is a particular strength of the school. From an early age, most pupils have a positive attitude to learning. They show good levels of interest in their work, listen attentively to staff and their peers and concentrate well on their work during learning activities. Pupils' behaviour is exemplary throughout the school day and they are welcoming, friendly and communicate with visitors confidently.
- Across the school, including in the LA SEBD provision class, staff use a valuable range of approaches to ensure that pupils feel safe and secure, including when online. Tailored social and emotional literacy provision impact successfully on the well-being and engagement of targeted pupils and is a notable strength of the school. For instance, 'The Rainbow Room' provides a calm and nurturing environment that offers bespoke support to vulnerable pupils and their families to engage in their learning highly successfully.
- **Estyn Spotlight: Effective community focussed school approach to improve parental engagement and enhance pupil outcomes** An outstanding aspect of the school's provision is its strong partnerships with parents and the wider community, fostering a strong sense of belonging. Leaders work closely with external partners to provide targeted support, learning opportunities, and guidance for pupils and their families. They also offer dedicated spaces where families can connect with staff and their children. Initiatives such as 'Reading Rhondda' and 'Magic Maths' help parents and pupils develop essential social, literacy, and numeracy skills to support learning at home.
- To reduce socio-economic barriers, the school collaborates highly effectively with external partners to subsidise trips, recycle uniforms, provide food parcels, and run the parent-led 'pay as you feel' 'Big Bocs Bwyd' initiative. These efforts ensure parents feel valued, supported, and confident in seeking help from the school. The school has robust procedures to promote and monitor attendance and punctuality. Leaders and staff set high expectations and reinforce the importance of regular attendance through highly effective reward initiatives, such as 'Classopoly.'

They provide targeted support to pupils and families with low attendance, and their rigorous and relentless approach has led to sustained improvements, significantly reducing persistent absenteeism over time.

- School has robust and secure processes to improve attendance
- Improved this year on last year – 5th consecutive year of improvement
- 90.5% 2024 25 (88.4% 2023 -2024) highest in 5 years.
- Pupil behaviour is exceptional (Estyn 2025)
- 0 days exclusions all year (includes LA SEBD Class)
- Thrive data shows progress of nearly all learners in Rainbow provisions
- Boxall data shows improved data of all
- Family engagement activities (DESPITE No FEO ALL YEAR) increased + attended
- Big Bocs Bwyd engages + serves community – volunteers
- Community Focussed School – as above + enrichment activities + subsidies – cost of school day always in mind - extra curricular clubs
- Parents + friends active – nearly £1000 raised through events+raffles
- An outstanding aspect of the school's provision is its strong partnerships with parents and the wider community, fostering a strong sense of belonging. Leaders work closely with external partners to provide targeted support, learning opportunities, and guidance for pupils and their families. They also offer dedicated spaces where families can connect with staff and their children. Initiatives such as 'Reading Rhondda' and 'Magic Maths' help parents and pupils develop essential social, literacy, and numeracy skills to support learning at home. To reduce socio-economic barriers, the school collaborates highly effectively with external partners to subsidise trips, recycle uniforms, provide food parcels, and run the parent-led 'pay as you feel' 'Big Bocs Bwyd' initiative. These efforts ensure parents feel valued, supported, and confident in seeking help from the school.