

EQUITY GRANT STRATEGY STATEMENT

This statement details our school's use of the Equity Grant 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	Llwydcoed Primary School
Number of pupils in school	136
Proportion (%) of Equality Grant eligible pupils	18% (28% with protected)
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Natalie Drew
Equity Grant Lead	Natalie Drew
Governor Lead	Cara Miles

Funding Overview

Detail	Amount
Equity Grant funding allocation this academic year	£24, 545.56
Total budget for this academic year	£24, 545.56

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

What are your ultimate objectives for the pupils being supported?

Our objectives at Llwydcoed Primary School are to ensure effective interventions are used to support the development of disadvantaged children as much as possible. We strive to ensure we target improved outcomes and progression for disadvantaged children as well as improved levels of well-being. We also plan to do all that we can to

reduce the unseen cost of the school day and aid with the continual increase in cost of living.

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

Our current strategy plan aims to ensure staff are trained in the following during 2026-2027:

- ELSA
- Boost groups (Literacy and Maths with a focus on More Able Disadvantaged Learners)

Practitioners will also be fully funded using the Equity grant to deliver the following interventions to disadvantaged children.

- Literacy Lunch Pad
- ELSA
- Boost groups (Reading, Spelling and Maths)
- NUMICON Breaking Barriers
- Speech and Language Link
- POPAT

What are the key principles of your strategy plan?

Our key principles include:

- Ensuring high quality teaching through improving Literacy and Numeracy provision and progression of disadvantaged children.
- Secure effective professional development for those delivering interventions.
- Ensure progress and progression is tracked and value for money is provided.
- To deliver high quality interventions that complement high quality classroom teaching to those who are disadvantaged.
- To remove non-academic barriers that can influence attainment and aid in reducing the cost of the school day.

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
Pupils with emotional and well-being difficulties are supported, settle and make progress in line with their peers.	Improved level of well-being for disadvantaged children on PERMA assessments.
Pupils, staff and trackers report positive impact of interventions.	Improved level of attainment in Literacy and Numeracy for those who are disadvantaged.
Reviews show good progress towards targets.	Improved level of attainment in Literacy and Numeracy for those who are disadvantaged.

Staff have necessary skills, knowledge and expertise to respond positively to family issues and crisis that impact on learners.	Improved staff skills through effective professional development.
Maintain the improved performance in Literacy and Numeracy of pupils in receipt of eFSM.	Improved level of attainment in Literacy and Numeracy for those who are disadvantaged. Ensuring 85% of eFSM pupils achieve a score of 85+ on the Reading and Procedural National Tests.
Ensure value for money from Equity Grant funding.	Effective use of funding apparent.
Pupil tracking data shows that pupils prioritised for interventions show improvement and make accelerated progress closing the gap between themselves and their peers.	Attainment gap closing between disadvantaged children and peers.
Ensure we strive to use funding to support disadvantaged children to eliminate the cost of the school day.	School doing as much as possible to reduce the cost of the school day.

Activity in this academic year

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

In order to address the challenges above the following will be actioned:

- TAs trained in:
- ELSA
- Boost groups (Literacy and Maths with a focus on More Able Disadvantaged Learners)
- Continue to fund additional practitioners to deliver Literacy support programmes / interventions/ ELSA/ Boost groups/ NUMICON Breaking Barriers/ Speech and Language Link/ POPAT in order to improve outcomes for disadvantaged pupils.
- Introduce interventions for More Able Disadvantaged learners.
- Continue to monitor and evaluate the effectiveness of the school's approach to Literacy and Numeracy interventions.
- efsm children given aid towards the cost of trips.
- Continue to target those with low attendance and invest in responsive interventions to target those with low attendance.
- Engage parents in workshops and open events to help children improve their Literacy and Numeracy skills.

Learning and Teaching

Budgeted cost: Equity Grant = £24, 545.56

Activity	Evidence that supports this approach
Training provided in interventions	Increase in skills and secure the professional development of those delivering interventions to those who are disadvantaged with a focus on More Able Disadvantaged Learners.
Continue to fund practitioners to deliver interventions	Delivery of high-quality interventions that complement high quality classroom teaching to those who are disadvantaged.

Community Schools

Budgeted cost: Main Budget = £800

Activity	Evidence that supports this approach
Engage parents in workshops and open events to help children improve their Literacy and Numeracy skills.	Parents engaged more in school life and children development.

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

Budgeted cost: Main Budget = £3,000

Activity	Evidence that supports this approach
Aid given towards cost of school trips	Cost of trips reduced for eFSM children and removal of non-academic barriers that can influence attainment.
Ensure cost of the school day remains a high priority	Attempt made to reduce the cost of the school day as much as possible.
Invest in responsive interventions to target those with low attendance	Improved attendance of those with additional barriers to learning and for the attendance gap between eFSM and non-eFSM pupils to reduce from 5.6% to below 5%.

Total budgeted cost: £28, 345.56

Part B: Review of outcomes in the previous academic year

PDG outcomes (Now the Equity Grant)

This details the impact that our Equity Grant activity had on pupils in the 2025 to 2026 academic year.

- Improved level of well-being for disadvantaged children.
- Improved level of attainment in Literacy for those who are disadvantaged. With 85.7% of eFSM pupils achieving a score of 85+ on the Reading National Tests.
- Improved level of attainment in Numeracy for those who are disadvantaged. With 79% of eFSM pupils achieving a score of 85+ on the Procedural National Tests.
- Improved staff skills through effective professional development.
- Begun to reduce the cost of the school day and remove additional barriers to learning.

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
Literacy Launch Pad	Learning Support Service