

Annex B: Pupil Development Grant Strategy Statement

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.

School Overview

Detail	Data
School name	Glenboi Primary
Number of pupils in school	139
Proportion (%) of PDG eligible pupils	69 %
Date this statement was published	October 25
Date on which it will be reviewed	April 26
Statement authorised by	Gemma Powell
PDG Lead	Gemma Powell
Governor Lead	Cllr Andrew Morgan

Funding Overview

Detail	Amount
PDG funding allocation (Equity Grant) this academic year	£ 95,450.00
Total budget for this academic year	£1,016,734.87

Part A: Strategy Plan

Statement of Intent

- To develop a consistency of teaching across the school, ensuring that we provide appropriate support for those pupils who would benefit from focused interventions*
- To develop a rigorous MER cycle to understand the progress FSM pupils are making across the school.*

- *To ensure that families are fully supported by school and have access to any outside agencies who are able to provide additional advice and/or support*

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
Support for FSM pupils and vulnerable pupils – progress of all pupils tracked with the performance of eFSM pupils being tracked and analysed in detail - pupils set realistic yet challenging targets. Robust intervention program with pupils grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.	Analysis of eFSM pupil progress indicate progress made and identifies areas for further development. Following this a plan is put in place to challenge or support pupils where needed.
FSM pupils attendance improves in line with targets and FSM exclusions reduce	Attendance targets met
Pupils individual learning needs are met through: • Literacy support through the RWInc program with additional 1:1 tutoring if needed • Literacy Launch Pad, • Catch up Numeracy • Precision teaching • Maths support group focus in class, • Maths intervention groups based on assessment results and diagnostic assessment, • ELSA	Monitoring of impact of interventions (as part of the on-going MER cycle) and through performance management meetings indicate good progress made.
Relationships with families improve	Analysis of parent questionnaires indicate that parents feel supported by school

Activity in this academic year

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

Teaching and learning research across the school and targetted interventions :

Funds the employment of 1 x Level 3 Teaching Assistant who leads ELSA intervention and targets support for FSM pupils in Literacy and Numeracy through Catch up interventions such as Literacy Launch Pad

Supports partial funding of part time (0.8) Level 4 Family Engagement Officer to support families, track attendance and develop home school partnerships

Part Funding of HLTA to deliver precision teaching and catch up Interventions

Part time teacher (0.2) funded to release Health and Wellbeing Lead/ALNCO

Funds reserved to support families with cost of residential and extra curricular trips/visits

Part funding of additional support staff for EYU to support transition into Nursery/Nurture Class

Learning and Teaching

Budgeted cost: £40,000

Activity	Evidence that supports this approach
Literacy support through the RWInc program Catch up Literacy, Catch up Numeracy Precision teaching First Class Number ELSA	Detailed tracking of progress in all interventions is collated termly

Community Schools

Budgeted cost:

Activity	Evidence that supports this approach
Family Engagement Officer support	Parent support classes Liaising with WRV officer and Attendance and Welbeing service ELSA practitioner Development of Home school partnerships

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

Budgeted cost: £ 14,050

Activity	Evidence that supports this approach
Health and Well being priority (Target 1 on SIP)	Lead for H/W/ALN released to support training and development across the schools

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Outcomes 24-25
- Progress of all pupils is tracked with the performance of eFSM pupils being tracked and analysed in detail. We ensure that that this group of pupils are set realistic yet challenging targets. - Information regarding PDG spend is included in our SIP and is also available on our school website. Darrenlas finance committee review the school's use of PDG and the impact of this on standards.
- Pupils individual learning needs are met through small group literacy support, Catch up Literacy and Maths, Speech link and language link, Relationship based play, ELSA and RAIS strategies. - Tracking updated termly to monitor pupil progress and a range of testing programmes including Catch up Literacy and Maths,SALFORD to ensure that we continued to measure value added progress across the school - All staff fully aware of the expectations for their learners in line with Welsh Government recommendations. Time is set aside in INSET to monitor and assess pupil progress collectively. - PDG spend is outlined in the SIP and evaluated in the SER - Relentless focus on raising standards of attainment. Analysis and use of data relating to individuals and groups resumed. Value added tracking used to ensure that pupils make two or more levels of progress between key stages. - Tracking updated termly to monitor pupil progress. - Frequent monitoring of the progress of every eFSM child through pupil progress meetings. The detailed tracking of eFSM pupils indicates progress made and identifies areas for further development. Following this a plan is put in place to challenge or support pupils where needed. Strategies range from Close proximity adult support in Literacy and Maths to develop basic skills, in addition support is given in other curriculum areas to enable pupils to achieve their potential.

- Where slow progress is identified, intervention is put in place rapidly. There is a robust intervention program in place through careful timetabling. Pupils are grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.
- In addition the impact of interventions is monitored as part of the on-going MER cycle and through performance management meetings and detailed pupil performance reviews.
- Every effort is made to engage parents and carers in the education and progress of their child
- Attendance is monitored by FEO fortnightly and addressed as a priority
- Staff are trained in using strategies and principles that overcome barriers. 100% buy in from staff of the importance of the PDG agenda. All staff are fully aware of the expectations for their learners in line with Welsh Government recommendations. Time is set aside in INSET to monitor and assess pupil progress collectively.
- Evaluation of all interventions, and flexibility regarding content based on evaluation of impact
- PDG spend is outlined in the SIP and evaluated in the SER.

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
My Concern (support by LA)	My Concern
Speech and Language Link	RCT
Relationship Based play	RCT
ELSA	RCT
Catch up Numeracy	RCT
Literacy Launch Pad	RCT

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.

