

Pupil Development Grant (PDG) Strategy 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

Number of pupils in school	91
Proportion (%) of PDG eligible pupils	7.6% (7 pupils)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr M Sinnett
PDG Lead	Mr M Sinnett
Governor Lead	Mrs M Thomas

Funding Overview

PDG Funding Allocation this Academic Year	£5,569
Total Budget for this Academic Year	£5,569

Part A: Strategy Plan

Statement of Intent

It is our aim to nurture, guide and encourage all our pupils in an innovative, creative atmosphere of love, faith, acceptance and happiness. With the co-operation of parents, Governors and the community we inspire our pupils to become ambitious, confident and enterprising learners. Our school develops distinctive Christian values through our ethos, focusing on children's spirituality and well-being. By offering a broad curriculum, we can provide the progression to enable learners to reach their full potential, instilling skills for life with the knowledge and experiences to embrace the modern world.

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
To embed enquiry-based learning and skills development within the Curriculum for Wales framework.	✓ Inquiry-based approach developed. ✓ Staff confident using the approach to plan progressive learning. ✓ All pupils able to access the learning provision. ✓ All pupils to experience authentic real-life opportunities that meet the needs of our learners.
To promote active and independent learning strategies across the school.	✓ Self and Peer Assessment to move learning on.

	✓ Use digital tools to enhance independent learning and feedback. ✓ Ensure that feedback clearly identifies the next step in learning. ✓ Develop Welsh oracy and sentence patterns across the curriculum.
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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.

Learning and Teaching – Budgeted cost: £797

Activity	Evidence that supports this approach
Speech Link intervention program	The intervention is used to screen and support pupils with speech difficulties. The intervention support pupils and develop their ability to sound and read words. It identifies specific sounds and blends that require support and creates a programme for pupils to follow supported by a TA. If a pupil requires support from outside agencies linked to speech 4 and language they require evidence of screening and support using these programmes before they can access external support
White Rose Maths Resources and Training	Interventions to support Basic Skills & ALN pupils as part of our ILP (Inclusive Learning Provision). This support impacts on pupils' literacy and numeracy skills. Pupil termly assessments track progress and highlights areas of difficulty so that a bespoke plan for each pupil can be made. Termly learning walks and book scrutiny by leaders and ALNCo evidence the progress that is made during the sessions.

Community Schools – Budgeted cost: £3,109

Activity	Evidence that supports this approach
Music	Music tuition eFSM pupils who need financial support to access 1:1 music tuition have opportunities to access musical expertise and as a result excel as a result of the additional music support – this includes guitar and violin.
Sport	Pupils access sports coaching and activities. This specialised coaching raises self-esteem and confidence and opportunities to compete at the same level as their peers.

Wider strategies - Budgeted cost: £1,663

Activity	Evidence that supports this approach
✓ Employ a team of highly skilled support staff to lead on support interventions in order to support pupils. ✓ Identify pupils to access interventions based on assessments	Evidence shows that the use of Teaching assistants impacts positively on pupil progress by as much as an additional 6 months. It also shows that the impact of social and emotional learning can have as much as 4 months additional impact for minimal cost.

and professional judgement Staff allocated to intervention groups. For example, Rapid reading, POPAT, Speech Link, Language Link, Wellcomm etc. ✓ Staff implement intervention groups. ✓ Progress is monitored ✓ Staff allocated to ELSA sessions ✓ Staff run 6 week block of ELSA sessions. ✓ Staff released for preparation and ELSA supervision	
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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.

Most pupils eligible for free school meals (eFSM) make strong progress from their individual starting points. On average, targeted intervention has resulted in eFSM pupils achieving a six-month improvement in reading age and a four-month improvement in spelling age. Staff carried out assessments that effectively informed planning and provision. Pupils' progress was monitored through WellComm assessments, reading and spelling ages, book scrutiny, and learner voice activities. Intervention groups were established using targeted programmes and resources, including Jolly Phonics and Speech and Language Link. Individual pupils were also discussed with external agencies, with recommendations helping to inform and adapt practice. Self-evaluation of number skills, alongside phonics and reading development, identified key strengths and areas for improvement, which have subsequently informed this plan and the School Development Plan (SDP).

Most pupils eligible for free school meals also increased their participation in music and sporting activities. This contributed positively to their self-esteem and confidence, while also ensuring that they could access opportunities alongside their peers, including participation in the school's residential visit to Abernant.

The impact of these approaches is reflected in wider wellbeing outcomes across the school. Data from the school's ELSA provision showed an overall increase in pupil wellbeing, with pupils reporting that the support helped them manage emotions, develop friendships and improve their confidence in social situations. Key areas addressed through ELSA included emotional regulation, self-esteem and social skills, which align closely with the barriers experienced by some vulnerable learners. Pupils' feedback indicated that they valued the support provided and felt better able to express their feelings and build positive relationships. ELSA interventions also reported a 12% increase in wellbeing measures and a 1% increase in attendance, providing further evidence of the positive impact of targeted wellbeing interventions.

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

Further information (optional)

We provide support for all families, regardless if they are eligible for additional help. We provide uniform swop days and hold a second-hand uniform shop in school, whenever we can.

We also inform parents that they do not need to buy uniform with the school logo/badges and this can then be purchased at a cheaper rate.