

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	All Saints'C/W Primary School
Number of pupils in school	130
Proportion (%) of PDG eligible pupils	26.9%
Date this statement was published	15/10/2025
Date on which it will be reviewed	
Statement authorised by	
PDG Lead	Mike Camilleri
Governor Lead	Lee Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£29,900
Early Years PDG	£5,252
PDG	£29,900
Total budget for this academic year	£29,900
Supported by school budget Variance	£2,237

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

What are your ultimate objectives for the pupils being supported?

- Strengthen the impact of intervention programmes throughout the school to better support identified groups of vulnerable learners.
- Raise pupils' attainment in mathematics and numeracy, with a focus on developing the effective application of these skills.
- Promote pupils' well-being by addressing their social and emotional needs through targeted interventions and nurture provision for identified vulnerable learners.

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

- Support staff work with targeted pupils, both individually or in small groups on intervention programmes to develop skills and bridge the gap in learning.
- Staff expertise is being enhanced, and sharing best practices is helping to build the school's capacity; particularly in staff skills and the quality of intervention delivery.
- Training opportunities have been carried out (or planned) for new staff in various interventions and in any new interventions to the school.

What are the key principles of your strategy plan?

- Conduct thorough assessments of the needs of disadvantaged pupils and vulnerable learner groups, considering their circumstances, current achievements, and progress, along with establishing clear procedures for monitoring their progress.
- Establish a structured approach to intervention, support, and feedback for pupils, particularly those at risk of disengagement and with concerning attendance.
- Tailor learning experiences and direct support to the specific needs of identified pupils.

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
Vulnerable groups of pupils have demonstrated significant improvement compared to their baseline results, especially in LLC/MN.	<ul style="list-style-type: none">- Vulnerable groups of pupils have demonstrated significant improvement compared to their baseline results, especially in LLC/MN.- Identified learners have made good progress from their baseline assessments, moving two steps along the school's assessment continuum in LLC/MN.- Rigorous tracking and monitoring of data using pupil profiles ensure that pupils highlighted on trackers are reviewed at pupil progress meetings.- Staff provide support to learners in class, both individually and in groups, as well as through targeted interventions.- Those pupils not making expected progress are identified, and the correct intervention is in place.
Vulnerable groups of pupils make good progress within their targeted interventions.	<ul style="list-style-type: none">- Pupils receive targeted interventions tailored to their individual needs.- Interventions are delivered consistently, supported by a clear and robust timetable.- Assessment and tracking data for interventions are reviewed

	<p>regularly to ensure strong pupil progress.</p> <ul style="list-style-type: none"> - Interventions remain uninterrupted wherever possible, maintaining their effectiveness. - Staff capacity is strengthened across the school, with high-quality training and a solid understanding of intervention strategies. - The ALNCo provides support to staff, arranging new training or updates as required. - The ALNCo leads LSA pupil progress meetings, reviewing the progress of all pupils receiving interventions and discussing each pupil's needs individually.
<p>ELSA/NBAR tracking shows greater learner resilience from their baseline data. Talk About Sessions and ELSA are embedded to support groups and individual pupils.</p>	<ul style="list-style-type: none"> - Observations of individual pupils and targeted groups are conducted, and evaluations are recorded. Rigorous tracking and monitoring of progress in nurture provision (ELSA/Nurture) are undertaken. Baseline and exit data are collected using ELSA tracking and data sheets. - ELSA sessions are held regularly on a weekly basis with regular members of staff. A newly developed nurture garden is used to support pupils' well-being, social, and emotional needs. - Specific pupils receive daily check-ins and observations. Daily ELSA sessions take place for targeted individual pupils.

Activity in this academic year

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

- Staff will deliver specific, specialised interventions, including *Read, Write, Inc (RWI)*, *RWI One to One*, *bespoke RWI sessions as an additional measure*, and *RWI Spelling Maths Factor*.
- Well-being provision will support targeted and individual pupils using *ELSA*, *Talk About*, *Pet Therapy*, and the *nurture programme using TIS strategies*.
- Groups of pupils will receive 1:1 and small group working support in the classroom or outdoors, using the nurture provision.

Learning and Teaching

Budgeted cost: £29,900

Activity	Evidence that supports this approach
LLC interventions and provision - <i>Read, Write, Inc (RWI)</i> , <i>RWI One to One</i> , <i>Bespoke RWI/ RWI Spelling</i> .	Pupils' books, online work, and SeeSaw are useful resources for tracking progress. Intervention records and data collected through assessments provide evidence of progress made. RWI tracking data shows pupil progress in sound knowledge, group progress, and reading accuracy. Data recorded on trackers, including summative assessments across the year (AoLE progression), also helps monitor progress. Class teacher and LSA records from pupil progress meetings further demonstrate good progress made.
Numeracy Specialist intervention and provision – <i>Maths Factor/ intervention using CPA approach/ IDP ALP</i>	Book looks and observation of work online/ Google Classroom/ SeeSaw. Intervention records and data collected through assessments that show progress made from baseline. Data recorded on trackers - summative assessments recorded across the year (AoLE progression tab on tracker) WG assessment data and school assessments MALT data collected and compared to baseline Pupil progress meetings - class teacher/ support staff records show good progress made. Data recorded using GL PTM NT Data - show progress from previous
Well-being provision to improve	ELSA Tracker to show progress from their starting points and their exit data

emotional health and well-being, social skills – <i>ELSA, Talk About/ Pet Therapy/ Nurture Garden</i>	NBAR Assessments (baseline and exit - end of year) Pupil Progress meetings have been held, progress and improvements in well-being have been made. Observations and feedback show strong progress. Monitor attendance of disadvantaged learners and those of risk of disengagement.
1:1 and small group working support in classroom	Book looks and observation of work online/ Google Classroom/ SeeSaw. Listening to learner activities show good progress across time. Trackers/ Data progress

Community Schools

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

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.

- The school made effective use of the PDG allocation to deliver targeted interventions for vulnerable pupils. These strategies had a significant and positive impact on groups of pupils, including pupils eligible for free school meals and other identified vulnerable groups.
- Through the PDG grant, regular ELSA sessions were provided, supporting the wellbeing of learners experiencing challenges with their personal, social, and emotional development. The trained ELSA also delivered dedicated 'talk about' sessions for specific learners, focusing on social skills and self-esteem. Additionally, the ELSA facilitated PET therapy sessions with other vulnerable learners, in collaboration with a visiting therapy professional and their trained handler. These bespoke sessions were carefully linked to social and emotional stories to enhance their impact.
- The interventions led to improved wellbeing across vulnerable groups, with positive effects on learner engagement and academic progress, particularly in reading and procedural skills. Learners became more willing to participate in whole-class activities as a result of enriched teaching and learning approaches.
- Lesson observations among staff successfully promoted the sharing of good practice, highlighting both strengths and areas for development. Intervention observations by the ALNCo confirmed that vulnerable learners were well supported, contributing to their academic progress.
- Next steps include enhancing the provision of skills within Progression Steps 1 and 2, and expanding outdoor learning opportunities. These priorities will be addressed within the 2025/26 School Improvement Plan.

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)

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.