

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Plasmarl Primary School



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	Plasmarl Primary School
Number of pupils in school	202 (including 30 Nursery pupils)
Proportion (%) of PDG eligible pupils	54.2% of statutory age pupils
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Miss L. Saunders Headteacher
PDG Lead	Miss L. Saunders Headteacher
Governor Lead	Mr C. Goulding Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£113,821
Total budget for this academic year	£113,821

Part A: Strategy Plan

Statement of Intent

At Plasmarl Primary School, we want all pupils to make progress irrespective of their background or financial need. We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities. We want all pupils to have equal opportunities and equity of provision. We want to ensure we are inclusive of the needs of all pupils and their families/communities.

We use our PDG grant to fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by pupil basis. Other interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

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
Enhance teaching and learning by providing an exciting and motivating hands on curriculum that meets the needs of all our pupils	Poverty is not a barrier to learning.
Continue to develop expertise of staff to meet needs of disadvantaged learners	Regular and relevant Professional Learning for staff.
Provide in class intervention and support programmes that are proven to have the greatest impact and to be sustainable.	Support is given for additional learning interventions where identified. Poverty is not a barrier to learning.
Improve attendance all pupils	Initiatives around attendance improve that of those most in need.
Enhance our provision so that all families have equal access to resources, training and support as needed.	School to use the 'Rainbow Room' as a base for family / community sessions. Multi Agency work established. Pay what you can shop set up in school.
Pupils are not discriminated against in access to appropriate school uniform and resources	Use of uniform grant.

	Uniform freely available in the pop-up shop Non-compulsory use of branded uniform
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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.

<ul style="list-style-type: none"> • Pastoral family support including attendance and EHH advice. • Pastoral pupil wellbeing support. • Speech, Language and Literacy early intervention. • Wellcomm intervention. • Additional Learning Needs support. • Literacy and Numeracy intervention. • Financial and resource support.
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Learning and Teaching

Budgeted cost: £70,000

Activity	Evidence that supports this approach
Attendance Officer to: - Promote and monitor attendance and punctuality Well-being Officer to: Provide support for vulnerable families	Improved attendance and punctuality and reduced absenteeism The purposeful use of our well-being officer enables pupils and their families to be appropriately supported e.g., by signposting external support, providing in house strategies, developing strong school to family links and monitoring pupil well-being.
Intervention Programmes for targeted learners: Emotional health and psychological well-being support (YR – Y6) Wellbeing and support for pupils identified using Trauma informed practice. DCD groups (Nursery – upwards) Development of gross motor skills, core	Effective interventions in place to meet the needs of identified learners. Review of success of intervention groups will help to identify barriers

<p>stability and balance to refine co-ordination.</p> <p>Gross and Fine motor skills (Rec – Y6) Practical activities to develop fine motor skills to aid pen control and handwriting</p> <p>To use mental maths intervention to improve targeted pupils basic computational and remembered facts. (NRT SAS 80-95) ‘TT Rockstar’ resources/subscription)</p> <p>To use guided reading carousels to raise standards of letter sound recognition for targeted pupils for identified pupils (with NGRT SAS 80 – 95) Guided reading, SPAG/handwriting groups</p> <p>Catch up literacy interventions (Y1 -6) Individual support to address gaps in reading/phonic awareness and comprehension. (Reading Eggs/Nessy subscription)</p> <p>Literacy and numeracy support (Y1 – Y6) In class small group targeted support for phonics, reading, writing and maths. (Reading Eggs/Nessy subscription)</p>	<p>to learning, effective planning in place for next steps.</p> <p>E-FSM and other vulnerable pupils received appropriate intervention and support.</p>
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Community Schools

Budgeted cost: £44,000

Activity	Evidence that supports this approach
<p>Well-being Officer to work with parents and pupils of eFSM pupils to focus on emotional health and wellbeing and ensure all children and families can play a full part in the life of the school.</p> <p>Parental coffee mornings and workshops to encourage participation and raise confidence in targeted areas e.g. helping children with reading/ maths.</p>	<p>Interventions by our well-being officer enables pupils and their families to be appropriately supported e.g., by signposting external support, providing in house strategies, developing strong school to family links and monitoring pupil well-being.</p>

School foodbank and uniform shop	All pupils and their families to have equal access to healthy food and school uniform.
Financial and Resource support	Access to trips/activities/residential IT/resource support Provide enriched experiences; improved social/emotional skills

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

Budgeted cost: £5,800

Activity	Evidence that supports this approach
Pastoral pupil wellbeing support	Improved self-esteem, practical skills and emotional resilience.
Swansea music service support – Equity in music provision for all pupils – all pupils in Y3 have drum and percussion instrument lessons. Well-Being Officer has recently completed Advanced Practitioner training – ('Trauma Informed Schools')	Pupils having access to music tuition. Pupil well-being is a priority. All pupils will have the support needed to achieve academically and socially.

Total budgeted cost: £119, 800

Part B: Review of outcomes in the previous academic year

- The school supported an increasing number of pupils eligible for FSM as well as those transitionally protected. Programmes included additional learning and well-being support. The school utilised additional staffing to support these pupils.
- All identified pupils transitioned very well to secondary school as a result of additional activities to prepare for the changes. The school still checks in on these pupils in secondary school and links with the Year 7 head of year remains strong.
- Baseline data, including that from Flying Start continues to reflect that nearly all pupils entered nursery and reception with skills below expected levels. A well sequenced and planned curriculum alongside a very high standard of teaching ensure pupils make excellent progress in developing skills,

knowledge and understanding across all areas of learning. In a range of assessments children make very good progress. Pupil progress meetings, quality assurance and internal data shows pupils are making good progress from their starting points.

- E-fsm pupils made expected or above expected progress from their starting points in line with their peers. This is seen in books and through discussions with pupils.
- In personalised assessments, many children made progress in line with their ability.
- Pupils' progress meetings, scrutiny of work and data information indicates that pupils are making good progress from their starting point.
- All staff are aware of vulnerable groups and these groups are carefully tracked and discussed at pupil progress meetings where provision for these pupils is reviewed. Support is also offered to the wider family where needed.
- Support was offered to subsidise school extra-curricular experiences and events including a residential event. A number of school visits were subsidised enabling all children to experience a range of activities without the risk of financial worries for the family.
- The ELSA programme was delivered by one of our Teaching Assistants who creates programmes for our vulnerable learners. Our Wellbeing Officer holds regular support meetings with families and runs specialist sessions to support the various needs of different families. Staff also provide a range of opportunities for learning through universal provision. All staff are very aware of different groups of vulnerable families and these children are discussed at termly meetings where support is reviewed or identified. Our Team Around the Child approach also ensure those children with ALN have access to the most effective provision we can offer.
- 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
Speech and Language Link	Speech Link Multimedia Ltd
'Nessy' Reading and Dyslexia Scheme	Nessy Learning
Therapy Dog support for vulnerable pupils	Canine Assist.

'First News' subscription.	First Group Enterprises
'Reading Eggs'	3P Learning Ltd

We recognise many of our families may be vulnerable but may not be entitled to FSM. We know our families well and offer a wide range of support for all pupils. We recognise that building relationships and breaking down barriers are effective in working with the broader family network. We are keen to work closely with Pentrehafod School to support families across both schools. We are also keen to work with external agencies such as BAME support, 'Empathy Lab', 'Schools of Sanctuary' and 'Trauma Informed Schools'. We value partnership work in helping us to support our families.