**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

**Plasmarl Primary School**

*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***

| Detail | Data |
|---|---|
| School name | Plasmarl Primary School |
| Number of pupils in school | 210 (including 31 Nursery pupils) |
| Proportion (%) of PDG eligible pupils | 54.2% of statutory age pupils |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Miss L. Saunders<br>Headteacher |
| PDG Lead | Miss L. Saunders<br>Headteacher |
| Governor Lead | Mr C. Goulding<br>Chair of Governors |

**Funding Overview**

| Detail | Amount |
|---|---|
| PDG funding allocation this academic year | **£95,471** |
| PDG - CLA | **£1,733** |
| | |
| **Total budget for this academic year** | **£97,204** |

**Part A: Strategy Plan**

***Statement of Intent***

At Plasmarl Primary School, the Pupil Development Grant is used strategically to reduce the impact of socio-economic disadvantage on pupils' progress, with a clear focus on improving early reading and mathematical development. School-based evaluation highlights that many pupils begin their learning journey without secure early reading skills, with a large majority of pupils in our Lower Phase working below their chronological reading age and not yet applying phonics, fluency and comprehension skills effectively. While most pupils make strong progress over time, this leads to a widening attainment gap, where a minority of learners remain below expected levels throughout the school.

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 a motivating hands-on curriculum that meets the needs of all our pupils | Pupils are actively engaged in a broad range of practical and stimulating learning experiences.<br>Teaching is responsive to individual needs and successfully supports disadvantaged learners to make progress.<br>Pupil voice demonstrates increased enjoyment of learning and confidence in their abilities.<br>Outcomes for pupils eligible for PDG improve, with gaps in attainment and participation narrowing over time.<br>All pupils access enriching curricular and extracurricular opportunities that develop skills, knowledge and wellbeing. |
| Continue to develop expertise of staff to meet needs of disadvantaged learners | Staff consistently apply evidence-informed strategies to support disadvantaged learners. Professional learning enhances teaching practice, |

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| | resulting in improved engagement, wellbeing and attainment for pupils, with barriers to learning reduced and outcomes strengthened for vulnerable groups. |
| Provide in class intervention and support programmes that are proven to have the greatest impact and to be sustainable. | Targeted pupils make measurable progress from their starting points.<br>The gap in attainment, participation and wellbeing between disadvantaged pupils and their peers is reduced.<br>Evidence-based intervention strategies are embedded within quality first teaching.<br>Staff are equipped to deliver sustainable support programmes that continue to impact pupil outcomes over time.<br>Monitoring and assessment demonstrate that interventions provide positive and lasting outcomes for learners. |
| Improve attendance all pupils | Attendance rates improve for all pupils, particularly those eligible for PDG. The number of persistent absentees decreases, barriers to attendance are reduced through effective family support, and pupils are better able to engage in learning and achieve their potential through regular attendance at school. |
| Enhance our provision so that all families have equal access to resources, training and support as needed. | Families are able to access practical resources, advice and support through the school's nurture room (‘Rainbow Room’) and Pop-Up Shop. Increased family engagement, improved wellbeing, enhanced attendance and reduced barriers to learning ensure that all pupils are better equipped to participate fully in school life and achieve their potential. |
| Pupils are not discriminated against in access to appropriate school uniform and resources | All pupils have equitable access to school uniform, equipment and learning resources. Financial barriers are reduced through targeted support, ensuring pupils can participate fully in learning, enrichment activities and wider school life without stigma or discrimination. |

**Activity in this academic year**

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

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| The school will implement a strategic combination of high-quality teaching, structured intervention and curriculum development to accelerate pupils' progress in early reading, mathematics and independent application of skills.<br>This approach builds on current strengths while introducing additional strategies to address identified inconsistencies in progress.<br>In early reading, the school will strengthen core provision through systematic phonics and explicit teaching of fluency and comprehension.<br>The school will introduce more structured, short-term targeted interventions for pupils working significantly below expectations.<br>These may include precision teaching approaches and to address misconceptions quickly.<br>Evidence suggests that targeted, time-limited interventions that respond directly to pupil need are particularly effective in accelerating progress.<br>In mathematics, staff in Year 5 and Year 6 are trialling a 'Think Maths' approach. In addition, pupils identified as at risk of underachievement will receive structured small-group tuition focusing on key gaps in understanding and application.<br>Evidence shows that both high-quality teaching and targeted tuition can significantly improve outcomes.<br>To address the disadvantage gap, the school will implement more tightly structured intervention cycles, including baseline assessment, targeted support, frequent review and adaptation.<br>Teaching assistants will deliver evidence-informed interventions with clear objectives and measurable outcomes, ensuring that no pupils remain in interventions without demonstrable impact.<br>To improve readiness to learn, the school will continue to deliver sensory circuits and ELSA support, while strengthening whole-school approaches to self-regulation. This will include explicitly teaching pupils strategies to plan, monitor and evaluate their learning. The development of an inquiry-based curriculum will further support engagement and independence, providing meaningful opportunities for pupils to apply literacy and numeracy skills across contexts.<br>Attendance and engagement will be monitored closely for targeted pupils, with early identification and support to reduce absence and ensure pupils access learning consistently. Overall, this enhanced approach combines strong classroom teaching with targeted, responsive intervention and opportunities for independent application, ensuring pupils not only make progress but sustain and apply their learning over time. |

## Learning and Teaching

Budgeted cost: £60,000

| Activity | Evidence that supports this approach |
|---|---|
| Attendance Officer to: -<br>Promote and monitor attendance and punctuality | Improved attendance and punctuality and reduced absenteeism<br>The purposeful use of our well-being officer enables pupils and their families to be appropriately supported |

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|---|---|
| Well-being Officer to:<br>Provide support for vulnerable families | 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:<br>Emotional health and psychological well-being support (YR – Y6) Wellbeing and support for pupils identified using Trauma informed practice.<br>DCD groups (Nursery – upwards) Development of gross motor skills, core stability and balance to refine co-ordination.<br>Gross and Fine motor skills (Rec – Y6) Practical activities to develop fine motor skills to aid pen control and handwriting<br><br>To use mental maths intervention to improve targeted pupils basic computational and remembered facts. (NRT SAS 80-95) 'TT Rockstar' resources/subscription)<br><br>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<br><br>Catch up literacy interventions (Y1 -6) Individual support to address gaps in reading/phonic awareness and comprehension. (Reading Eggs/Nessy subscription)<br><br>Literacy and numeracy support (Y1 – Y6) In class small group targeted support for phonics, reading, writing and maths.<br>(Reading Eggs/Nessy subscription) | Targeted pupils receiving intervention support demonstrate measurable progress from their starting points in wellbeing, literacy, numeracy and physical development, with assessment data, pupil voice and teacher observations showing improved engagement, confidence, attainment and readiness to learn." |

**Community Schools**

Budgeted cost: £31,404

| **Activity** | **Evidence that supports this approach** |
|---|---|
| Well-being Officer to work with parents and pupils of eFSM pupils to focus on emotional health and wellbeing and ensure all children | Interventions by our well-being officer enables pupils and their families to be appropriately supported e.g., by signposting external support, providing |

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| and families can play a full part in the life of the school.<br><br>Parental coffee mornings and workshops to encourage participation and raise confidence in targeted areas e.g. helping children with reading/ maths.<br><br>School foodbank and uniform shop | in house strategies, developing strong school to family links and monitoring pupil well-being.<br><br>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<br>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 Y5 have drum and percussion instrument lessons.<br><br>Pupils in Year 5 and Year 6 have access to singing lessons.<br><br>Well-Being Officer has completed Advanced Practitioner training – ('Trauma Informed Schools') | Pupils having access to music tuition.<br><br>Pupil well-being is a priority. All pupils will have the support needed to achieve academically and socially. |

**Total budgeted cost: £97,204**

**Part B: Review of outcomes in the previous academic year**

- The school supported an increasing number of pupils eligible for FSM. 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 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 2025 to 2026 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,, ‘Schools of Sanctuary’ and ‘Trauma Informed Schools’. We value partnership work in helping us to support our families.