



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details St Illtyd's Primary 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	St Illtyd's Primary School
Number of pupils in school	185
Proportion (%) of PDG eligible pupils	31%
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	M. Davies
PDG Lead	M.Davies
Governor Lead	K.Purcell

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£71,896
LAC PDG funding	£4,530.10
<b>Total budget for this academic year</b>	<b>£76,426.10</b>

## Part A: Strategy Plan

### *Statement of Intent*

At St Illtyd's, we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We 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 and ensure that high quality teaching is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

- 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 so they are not discriminated against.
- We want to ensure we are inclusive of the needs of all pupils and their wider families.

All children have access to high quality teaching and learning

Support is given for additional learning interventions where identified

- Poverty is not a barrier to learning

### *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
Pupils are not discriminated against in access to appropriate school uniform	Support parents with applying for uniform grant Provision within school for clean good quality second hand uniform- pre loved uniform rails available all year around. Non-compulsory use of branded uniform has been agreed to help those parents who are struggling to purchase uniform with logo. Support parents with purchasing any equipment-e.g trainers, swimming costumes as and when needed.

Financial restrictions do not impact on children being able to access wrap around childcare for nursery pupils.	School will contribute to childcare costs for parents who want to attend work or college courses and who do not qualify for 30 hour free childcare.
Children have access to wider opportunity provision for example music, sporting and drama activities or school trips.	Any costs for our most vulnerable families will be subsidised by the school so all have equal opportunity, encourage our most vulnerable families to access after school clubs-support with transport.
High quality teaching and learning for all our learners	Poverty will not be a barrier to ensuring the pupils receive quality first teaching. Our SDP will focus on teaching and learning strategies which will ensure an inclusive education and strategies to support all.
Oracy, including speech, language and communication is a school priority to help support pupils confidence and develop high aspirations for pupils across the curriculum.	School focus on an agreed oracy framework to support staff and pupils develop clear strategies to support teaching and learning. Training for all staff. Targeted speech, language and communication provision to support identified pupils.
Continue to develop our Nurture provision to support our most vulnerable learners.	Train more staff using ELSA, so pupils are supported, within their phases, with appropriately trained staff. Continue to work closely with the family engagement cluster support our vulnerable families.
Improve attendance, particularly with our vulnerable groups of learners.	Support families with ensuring pupils attend school regularly. Work closely with EWO to support families who struggle to bring pupils to school-identify patterns of poor attendance. Workshops to support parents understand the importance of school.

### Activity in this academic year

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

The ALNCo, will continue to have non-contact time to support her in this role as well as her role as Deputy Head, her focus is to ensure the curriculum is inclusive for all learners including those entitled to FSM. The focus of the ALNCo is to take small groups of learners, working on specific

targets, organise staff training, to train and deploy staff appropriately and to monitor closely learning for pupils who have additional learning needs. ALNco will ensure that universal provision is implemented and interventions are regularly monitored. This is a school priority this year.

School development plan will focus on teaching and learning with a drive to improve outcomes for pupils. This will include new assessment procedures to help us raise standards for all pupils.

We continue to use the RWI phonic scheme of work which will be implemented across progression step 1 and 2. All staff will continue to be supported and receive up to date training on the programme. There will be a consistent approach to teaching phonics across the school. Pupils will be regularly taught and assessed in small groups. The ALNco will further support pupils in progression step 3, who may need further reinforcement using Fresh Start programme.

Teaching assistants have access to high quality training to enable them to support pupils effectively.

Family Liaison officer to continue to work across the Catholic cluster, to help our most vulnerable families' access support in the community as well as family learning support.

More members of staff to be trained on the ELSA programme. One day a week will be assigned for structured nurture/trauma support for our most vulnerable pupils. Identified members of staff will work within a phase.

Headteacher and Deputy Headteacher support families with attendance, wider family support and social care needs. This supports the wellbeing strategy as well as engaging families with Therapeutic activities – Baxter Project, Trauma informed school session, Drama group – targeted support for FSM pupils and those at risk of becoming disaffected.

To provide financial support to enable eligible pupils, including LAC pupils, to participate fully in after school clubs, residential and any curriculum related school trips. .

## Learning and Teaching

Budgeted cost: £60,000

Activity	Evidence that supports this approach
<p>Non-teaching ALNco to support all pupils with additional learning needs.</p>	<p>Small group intervention. Support with target setting, resources and strategies. Data analysis and summaries of groups of learners. Meet parents to support with completion of paper work and meetings with professional bodies.</p> <p>Completion of IDP's in line with ALNet Act. All deadlines and paperwork complete.</p>
<p>Teaching Assistants to work closely with the ALNco so that training opportunities around targets within IDPs can implemented to support Teaching and Learning of all pupils.</p>	<p>Teaching assistants to ensure interventions are linked to IDP targets and that impact is measured- monitoring of IDP.</p> <p>Identified staff to implement daily interventions for targeted pupils.</p>
<p>High quality support in classroom, first quality teaching and learning.</p> <p>Aware of poverty agenda with all staff</p> <p>High quality provision available as a result of well trained staff</p>	<p>Observations, quality of work, progress by pupils. Listening to learners. High levels of attendance.</p> <p>Pupil progress meetings, personalised teacher assessment results, Teacher assessment data and in house data tracked for all groups of learners. All staff to be made aware of vulnerable learners within classroom setting.</p> <p>All staff to have access to the training menus available. Staff signposted to training. Twilight training sessions. In house training on various strategies for all TAs. – monitor attainment gap for groups of learning. Training records for staff.</p>

## Community Schools

Budgeted cost: £ 3,500

<b>Activity</b>	<b>Evidence that supports this approach</b>
Nurture Teacher release (1 day a week) (Grant funded)	Fortnightly meetings with pastoral staff, link with outside agencies, organisation of speakers for staff and pupils, liaising with parents to offer support and advice. Support with attendance issues.
CAHMS support practitioner- Family workshops	Anxiety workshops for parents held during the year. This is following positive feedback from parents that attended during the last academic year. Workshops also organised for pupils/classes and where necessary 1:1 sessions with identified pupils.
Health- nurse, midwives sessions	Work alongside school nurse services to organise talks on a variety of issues that our parents are struggling with.
St Thomas food bank/Faith in Families	Harvest collection for the foodbank, liaise closely with the team and assist parents with referrals. Signpost food parcels to our most vulnerable families. Faith In families' charity -support for our most vulnerable families- food vouchers and hampers. Support group events.

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach
<p>Swansea music service support – Equity in music provision for all pupils – all pupils.</p>	<p>Equity in music provision for all- Pupils have the opportunity to play a wide range of instruments</p> <p>Each year group all have a half term of bespoke music delivered by the music service</p>
<p>Drama lessons for identified pupils</p>	<p>Identified pupils who need support building self-confidence and self-esteem. Weekly drama/Oracy lessons.</p>
<p>All pupils in progression step 3 have swimming lessons</p>	<p>All pupils in progression step 3 attend half a term of swimming lessons. Following their half term session, non-swimmers have access to further lessons during the spring term.</p>
<p>Access to wraparound childcare and after school club to support families in need.</p> <p>Social care need identifies provision of wraparound would be beneficial to family</p>	<p>PDG fund will cover the cost of any childcare for families to be able to access training or possible job opportunities.</p> <p>PDG fund to cover the cost of any families identified.</p>
<p>Trauma informed trained practitioners allows staff to deliver sessions for pupils identified as needing well-being support</p> <p>Baxter therapy dog</p>	<p>1:1 sessions for identified pupils. Impact measured regularly. Access to counselling sessions for the practitioner.</p>

ELSA training for 2 staff members.	High support to be provided for pupils and families who may require it. Boxall assessment and Pass survey results to be monitored.
Targeted support for pupils to access after school clubs; educational visits; residential.	Families are offered financial support where necessary to ensure curriculum is accessible to all.

**Total budgeted cost: £ 88,500**

## **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.

- All staff are made aware of the pupils in their classes who are FSM pupils and other vulnerable groups.
- Each class received 'class on page' document, which highlighted the various groups of learners. Pupil's progress meetings monitored and identified pupils discussed. Interventions and support discussed and implemented. Teacher assessment data demonstrated nearly all identified pupils made progress in line with their ability.
- Baseline data indicates that most pupils entered Nursery and Reception with skills below average. Using carefully planned programmes, RWI and speech and language intervention strategies pupils make good progress. Also changing the structure of the early years has ensured opportunities for intense basic learning opportunities, the impact has been evident in progress made by nearly all pupils.
- Outcomes for eFSM pupils are improved. This is monitored and tracked and demonstrated through listening to learners and book looks and data analysis.
- Trauma intervention data as well as the use of Pass survey to identified, tracked. Evaluation of impact of programmes discussed with all staff.
- Pass survey screening- baseline assisted in identifying vulnerable learners- retest in October 25.
- Weekly drama classes - build self-esteem and confidence- nearly all pupils grew in confidence. To continue in 2025-26.
- ELSA/Trauma sessions- monitored conduct. Weekly meetings to monitor progress and impact.
- Use of welcom and speech link resources to identify pupils needs- extra support provided.
- Through PASS survey pupils are identified early and necessary support given through early intervention through targeted 1:1 support or group support using resources from 'Teacher's pet'.

- Attendance monitored- families supported. Policies and procedures followed. .
- All FSM pupils attended all educational visits and trips. All had access to clubs, resources purchased for those who needed them.
- Baxter project- Half termly progress reports demonstrate that the intervention has had a positive impact to pupils. Many community issues identified and resolved through this intervention.
- Update of music lessons is popular for all pupils. We provide a free breakfast club daily for all pupils

### ***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.*

<b>Programme</b>	<b>Provider</b>
Therapy Dog support for vulnerable pupils	Baxter Project
EAL support to develop independence	Learning Village
RWI phonics programme	Oxford Press
ELSA training	LA
Voice 21 Oracy support	Voice 21

### **Further information (optional)**

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 will do this through donating food, applying for grants and working with Faith in Families to provide vouchers during holiday periods.

We are keen to work closely with Bishop Vaughan School and Cefn Hengoed school to support families across both schools. We have become a school of Sanctuary and we will continue to further support families in need.

We will continue to offer second hand uniform, free of charge, to our families.

We will continue to provide workshops for parents from outside agency based on the needs identified.