

PUPIL DEVELOPMENT GRANT 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

Detail	Data
School name	Blaenymaes Primary
Number of pupils in school	SEPT 26 187 including nursery
Proportion (%) of PDG eligible pupils	SEPT 26 76%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	GB
PDG Lead	Kathryn Lecrass
Governor Lead	Professor Anthony Charles

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£169,985
eFSM	£127,650
EY	£40,250
Smoothing Fund	£2,085
Total available resources for this academic year	£1,450,847
Total delegated school budget for this academic year	£1,245,594

Part A: Strategy Plan

Statement of Intent

At Blaenymaes Primary School, 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 and support is in place day by day. Interventions for improving attendance are specifically aimed at removing barriers to learning and enjoyment that social context and poverty can lead to. Our aim is for PDG pupils to make good progress against set targets.

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 reduce the gap in attainment by providing support across the school in learning activities in order to improve progress of target group. To ensure that targeted support is given to, as needed, so that pupils are not disadvantaged. To reduce the gap in attainment by providing support/opportunities across the school for pupil wellbeing in order to improve readiness for learning, engagement and progress of target group. To reduce the gap in attainment by providing an exciting and authentic curriculum for our pupils in order to improve engagement and progress of target groups.	• Additional staffing will provide effective support with learning activities - with all classes having TA support as well as in our Rainbow room provision. • Staff training in line with SDP and professional development review targets will achieve set outcomes. • Pupils make progress through effective questioning by enabling adults. • Specific class needs are identified and bespoke enquiry research projects are carried out to impact aspects of learning. • Regular pupil progress meetings use teacher narrative, summative and formative assessments to show individual's pupil progress in terms of both academic attainment and wellbeing. • Staff use monitoring data/ teacher assessment effectively to produce termly class impact reports to measure progress. • Appropriate intervention programmes targeting specific academic and emotional, social needs, resulting in Wellbeing questionnaire score improvement. • Improved reading age, spelling age and maths standardised scores of pupils receiving intervention. • Improved behaviour, as measured with our Rhodri Behaviour policy – fewer incidents of grey. • Improved literacy and numeracy skills of targeted pupils as measured on the LNF tracker. • Successful interventions mean most pupils no longer need additional support outside of universal provision. • Purposeful outdoor learning provision (eg forest school opportunities) develops pupil motivation and resilience. • Curriculum opportunities and 'hooks,' (trips) in line with the Blaenymaes '50 things,' ignite pupil interest, resulting in greater pupil engagement. • Enabling environments, as developed from visits to other schools for good practice, promote both engagement and pupil independence. This will be monitored through weekly timetabled play based learning and mission/challenge sessions where all adults are observing and enabling.

To improve attendance and foster engagement, by working closely with pupils and families.	• Effective training and support provided by Family inclusion officer and team, upskill staff with strategies to raise the self-esteem of pupils, help pupils deal with their emotions within school community e.g. classroom learning and playground social interactions. • Improved attendance and readiness to learn through FIO working closely with wider agencies eg Inclusion, EWS and EHH - support for pupils and families. • Most pupils understand their emotions and have strategies to self-regulate. • Most pupils exhibit good behaviour and show care and respect to others. • More families access support through FIO intervention and signposting to external organisations. • Improved parent/carer engagement with support and interventions both in school via workshops and with wider agencies. • Improved attendance as a result of weekly monitoring of pupil absence and appropriate intervention strategies to support families in getting their child to school.
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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.

Higher staff ratio employed or deployed: • In class support so every class has TA support • Enabling adult- supporting pupil independence in learning • Leading intervention groups/support universal provision across the school including our Rainbow room provision • Facilitating outdoor learning and forest school activities • Embedding a whole school approach to wellbeing • Supporting and signposting families to improve family well-being and overall attendance. • To work with other agencies to support pupils and families with well-being, readiness to learn and overall attendance Funding for: • Igniting our curriculum vision, with trips and visitors providing engaging hooks for topics to improve pupil engagement and foster aspirations • Providing opportunities to achieve our BYMP '50 things,' eg Taliesin Dance project • Residential visits

Learning and Teaching

Budgeted cost: £ 144,985

Activity	Evidence that supports this approach
Intervention groups within school	Children are targeted for specific needs as identified through Wellcom, teacher assessments/observations, well-being questionnaire, I.D.P.s, tracked data, pathway referrals and family engagement. Needs can be emotional, behavioural or academic with a range of interventions put in place from S.E.B.D. groups to rapid reading. This can also mean liaising with other agencies. Progress monitored through data and pupil progress meetings has indicated that these interventions support children in their wellbeing and readiness for learning in order to make academic progress. <i>Support Visit Spring 2026</i> <i>Nearly all pupils engage well with their learning and each other. For example, younger pupils support each other in missions and older pupils collaborate purposefully on paired and group tasks. As a result, the school presents as a calm and positive learning environment.</i> <i>Nearly all pupils talk positively about their school and say there are always people to talk to, play with and help. As a result, nearly all pupils feel happy to be in Blaenymaes and are proud of their school and their learning.</i> <i>The school is highly inclusive and rights respecting. Provision for ALN and pupil wellbeing is robust, with effective use of safe spaces supporting emotional regulation and reducing exclusions.</i>
Classroom support including outdoor learning	Focused tasks with TA support in every class is part of universal provision in addressing the development of the whole child. Enabling adults use effective questioning in order to develop a child's independence in learning. Outdoor learning, including forest schools, promotes a positive and engaging disposition to learning that enriches pupils' experiences and supports pupil wellbeing. Evidence through pupil discussions/ progress meetings. <i>2026 Response to new school build – pupil voice survey.</i> <i>The majority of pupil responses across the school requested even more provision in the outdoors</i> <i>Support Visit Spring 2026</i> <i>The school benefits from a high adult to pupil ratio, with teaching assistants in every class. Staff enhance experiences well, acting effectively as enabling adults who support learning and extend thinking, through effective questioning, and appropriate use of resources to move learning forward. Consequently, pupils develop independence, reasoning, and speaking and listening skills which support their overall progress.</i>

Curriculum visits/visitors, performances and residential opportunity	Providing a range of 'hooks and opportunities,' to engage learners, enrich their experiences, and raise aspirations through bringing topics to life with authentic and purposeful visits/ visitors. This continues to support our vision of providing all pupils with opportunities to experience Blaenymaes' 50 things including adventurous activities and performing to a large audience. Our topic audits and pupil voice continue to support this approach – nearly all of year 6, at leaver's assembly, said their favourite memory was enjoying taking part in the Taliesin Dance Project and our Borfa House residential. They also highlight how exciting trips are. <i>Support visit report Spring 2026</i> <i>The school offers an engaging curriculum that supports pupils' holistic development. Different themes, supported by missions and a focus on '50 Things of Blaenymaes', include activities like a visit to an art gallery. As a result, the curriculum fosters independence, creativity and growth in knowledge, skills and experience. • Staff plan a range of motivating and authentic activities for pupils to undertake, such as learning linked to a 'theatre na nOg' performance or performing poetry at a Holocaust memorial service. As a result, nearly all pupils maintain high levels of engagement and take pride in their learning.</i>
Supporting pupils and families on strategies to improve wellbeing and attendance which will in turn have a positive impact on raising school's overall attendance	Evidence has shown that direct interventions with families through signposting to relevant services and working with wider agencies has a positive impact on both family and pupil well-being. This in turn improves their attendance and readiness to learn. <i>ESTYN 2025</i> <i>Partnership working with families and the community is a strength of the school.</i> <i>Support Visit Spring 2026</i> <i>Strong multi-agency partnerships, like housing, schools in-reach (SIR) and local police community support officers (PCSOs) ensure holistic support for pupils and families, impacting positively on wellbeing and in individual cases, attendance. For example, links with faith in families and the inclusion team have provided targeted support for individual families.</i> <i>The school's website hosts numerous links that effectively signposts families to a range of services to support them. As a result, parents can contact services directly, alongside the high-quality support they receive from the family inclusion officer and wider staff.</i>

Community Schools

Budgeted cost: £ 25000

Activity	Evidence that supports this approach
Targeted intervention and support by the Family Inclusion Officer/wellbeing team.	Our FIO has a developed network of support which means that a range of purposeful interventions and agencies can be deployed effectively to support our families. Building relationships and increasing family engagement has proved crucial for improving wellbeing and

(This supports the WG Community Focused Schools agenda). Continue to implement the whole school approach to well-being toolkit to improve parent/carers engagement	attendance. Last year the majority of our families engaged with their child's learning through class assemblies and workshops, topic celebrations and enterprise fayres. Our FIO is proactive in reaching out to families and developing effective partnerships with the wider community eg POBL housing, fire service, faith in families, EHH, Plattform, Lighthouse and library service to support all pupils and particularly those disadvantaged by poverty. FIO supporting in a range of ways e.g. fuel bank, food hampers, form filling and Mr. X to address poverty issues. Successful family festival days have a number of agencies attending and as a result are well attended by parents/carers A robust action plan in collaboration with the EWO - evidence shows that targeted support towards families has a positive impact on attendance in many cases. FIO/well-being team record successful case studies as evidence of good practice. <i>Support Visit Spring 2026 (as above)</i> <i>Strong multi-agency partnerships, like housing, schools in-reach (SIR) and local police community support officers (PCSOs) ensure holistic support for pupils and families, impacting positively on wellbeing and in individual cases, attendance. For example, links with faith in families and the inclusion team have provided targeted support for individual families</i> <i>The school's website hosts numerous links that effectively signposts families to a range of services to support them. As a result, parents can contact services directly, alongside the high-quality support they receive from the family inclusion officer and wider staff.</i>
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ as above in both sections

Activity	Evidence that supports this approach
Targeted intervention and support by the Family Inclusion Officer/wellbeing team. Engaging with the whole school approach to mental health and wellbeing Enriching the curriculum with hooks, visitors, special projects and residential opportunities	Engaging with partnerships for targeted support for families leading to wellbeing for all. Visits and visitors – ignites learning, provides enriching opportunities, promotes pupil engagement in learning and raises pupil aspirations. Please see above Support Visit evaluations

Total budgeted cost: £169,985

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.

PDG activity continues to support targeted children and families. PDG expenditure continues to support curriculum development – bringing our bespoke curriculum to life in order to achieve the 50 things of Blaenymaes.

Again this year, older pupils had the opportunity to attend a residential experience and perform on the big stage, a unique experience at the Taliesin Dance Project and at the Primary Partners Grand Theatre. Both of these experiences enabled the children to achieve some of our 50 curriculum vision aspirations. Almost all of our year 6 leavers cited these opportunities as their most memorable activities in their Blaenymaes learning journey again this year. Topics across the school begin with a hook – a visitor or a trip – to inspire and ignite learning. When pupils review topics, these hooks are always the highlight and cited as memorable experiences. The impact is evident in improved pupil engagement.

Support Visit evidence 2026

The school offers an engaging curriculum that supports pupils' holistic development. Different themes, supported by missions and a focus on '50 Things of Blaenymaes', include activities like a visit to an art gallery. As a result, the curriculum fosters independence, creativity and growth in knowledge, skills and experience.

TA support in every class and focus groups enables staff to tailor teaching and learning more to the needs of groups and individuals. Case studies are celebrated each year where there has been a significant impact on pupil learning and progress. Our Rainbow room provision remains flexible where pupils access intervention groups when needed. A newly trained HLTA has also delivered ELSA sessions to individual pupils in readiness for learning. Our incidents of grey on Rhodri's positive behaviour charts remain low.

A range of wider agencies have also been collaborated with to provide specialist support or to assist with pathway referrals e.g. counselling or school avoidance support, this has been referred by the FIO and in most cases this results in improved attendance and readiness to learn.

Termly pupil progress meetings take place with staff, the ALNCO, assessment lead and pupils to assess the impact of interventions as well as class support on overall pupil progress and attainment. Overall data/assessments show upward trend with majority of pupils. Where there is limited progress, case studies show other factors eg attendance are having an impact and bespoke support can be put in place.

Support Visit 2026 evidence

The school benefits from a high adult to pupil ratio, with teaching assistants in every class. Staff enhance experiences well, acting effectively as enabling adults who support learning and extend thinking, through effective questioning, and appropriate use of resources to move learning forward. Consequently, pupils develop independence, reasoning, and speaking and listening skills which support their overall progress.

Nearly all pupils engage well with their learning and each other. Nearly all pupils engage appropriately and purposefully in the activities offered to them with a clear understanding of what they are doing and why they are doing it. Pupils confidently discuss what they are learning and use their speaking and listening skills for specific purposes.

Nearly all pupils talk positively about their school and say there are always people to talk to, play with and help. Older pupils can identify a range of ways to seek support, including private conversations, the worry well, rainbow room, self-help strategies in class and resources. As a result, nearly all pupils feel happy, supported and proud of their school, and are developing

confidence to manage worries and learning challenges. The school presents as a calm and positive learning environment.

The school is highly inclusive and rights respecting. Provision for ALN and pupil wellbeing is robust, with effective use of safe spaces supporting emotional regulation and reducing exclusions.

Leaders monitor finances well and deploy resources strategically to strengthen staffing capacity to support pupils' wellbeing and academic needs. For example, the school has increased staffing within the rainbow room, which is used to support pupils with emotional regulation and targeted small-group interventions. This includes the appointment of a higher-level teaching assistant, to deliver additional intervention through rapid reading, S.E.B.D. and basic skills programmes. As a result, the school meets a broad range of pupils' needs effectively, which is having a positive impact on pupils' wellbeing and progress.

The reading café sessions, with a designated TA, continues to support our reading for pleasure initiative which impacts positively on pupil attitudes to reading.

The use of the outdoors, forest school and development of the allotment areas continue to support pupils in both their wellbeing and as part of curriculum development.

A recent survey with the children regarding non-negotiables for a new school build highlighted outdoor spaces as a top priority.

The FIO maintains a robust attendance action plan which is reviewed termly with the EWO who also attends a meeting every fortnight in school to discuss cases and review progress. Our families are offered a range of support and are signposted to relevant agencies, in order for our overall school attendance figure to improve. Wider agencies, such as the inclusion team and Early Help Hub, have worked with families alongside the FIO again this year, to support pupils for example where school avoidance is becoming a concern. Even though our overall attendance figure has dropped slightly, other factors such as term time holiday are having an impact on attendance as well as a minority of persistent absentees still.

We do however continue to have success stories and case studies evidence both the successes and barriers to improvement.

Our FIO continues to support parent engagement and has supported many families in terms of housing, the fuel bank and referrals to a number of agencies e.g. Plattform. Our family festival days were well attended once again and a number of agencies were here also to offer advice and support.

Support visit 2026

Despite contextual challenges, the school is proactive in attempting to improve attendance. They engage with a wide range of multiagency partnerships, such as the education welfare officer, Faith in Families, and the inclusion team.

Strong multi-agency partnerships, like housing, Schools In-reach (SIR) and local police community support officers (PCSOs) ensure holistic support for pupils and families, impacting positively on wellbeing and in individual cases, attendance. Parents benefit from high-quality support they receive from the family inclusion officer and wider staff.

The school's wellbeing support for families, extended through effective partnership links, demonstrates effective practice and could be shared with other schools as a model to address the impact of poverty.

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
Rapid readers	Pearson
Nessy	Nessy.com

Toe to Toe	Keda Cowling
Wellcom	GL assessments
Salford reading assessments	Salford
White Rose maths	White Rose
SCHONELL spelling	
Giglets	Giglets
POPAT	
Oxford Owl	

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.