

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	Blaenymaes Primary
Number of pupils in school	198
Proportion (%) of PDG eligible pupils	67%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	GB
PDG Lead	Kathryn Lecrass
Governor Lead	Anthony Charles

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£191,811
eFSM	£129,950
EY	£35,650
Smoothing	£21,850 £4,361
Total available resources for this academic year	£1,517,023
Total delegated school budget for this academic year	£1,159,634

eFSM	EY	REVISED SMOOTHING	NEW
£129,950	£35,650	£21,850 £4,361	£191,811

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
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<p>To reduce the gap in attainment by providing support across the school in learning activities in order to improve progress of target group.</p> <p>To ensure that targeted support is given to, as needed, so that pupils are not disadvantaged.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Additional staffing to support in class and learning activities across the school - with all classes having TA support as well as our Rainbow room provision • Staff trained in line with SDP and professional development review targets set. • Enabling adults using effective questioning to support pupil learning and progress • Bespoke enquiry research projects in each class/ cohort - identifying specific needs • 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. Wellbeing questionnaire scores to improve • Improved Boxall scores, 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) develop pupil motivation and resilience. • Curriculum opportunities and 'hooks,' (trips) in line with the Blaenymaes '50 things,' ignites pupil interest, resulting in greater pupil engagement
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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
- Most pupils understand their emotions and have strategies to self-regulate.
- Most pupils exhibit good behaviour and show care and respect to others.
- Greater access to support for families through FIO intervention and signposting to external organisations
- Improved parents/carers 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.

Activity in this academic year

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

Additional staff 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 and early learning 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: £ 167,000

Activity	Evidence that supports this approach
<p><i>Intervention groups within school</i></p>	<p>Children are targeted for specific needs as identified through Boxalls, Wellcomm, teacher assessments, well-being questionnaire and tracked data. 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.</p> <p>ESTYN</p> <p><i>Across the school, staff provide a range of worthwhile interventions to support the emotional and well-being needs of pupils. Leaders use assessment information suitably to identify pupils with additional learning needs and those who need a little extra help with their learning</i></p>
<p><i>Classroom support including outdoor learning</i></p>	<p>Focused tasks with TA support in every class is part of universal provision and addressing the development of the whole child.</p> <p>ESTYN 2025</p> <p><i>Across the school, many pupils, including those from socio economically disadvantaged contexts and those with ALN, make suitable progress over time.</i></p> <p>Enabling adult using effective questioning develops a child's independence in learning</p> <p>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.</p> <p>ESTYN 2025</p> <p><i>Allotment -Many activities help create a purposeful curriculum and valuable connections between family and school life.</i></p>
<p><i>Curriculum visits/visitors, performances and residential opportunity</i></p>	<p>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 support this approach as children speak about how much they enjoy taking part in eg the Taliesin Dance Project and our Borfa House residential. They also highlight how exciting trips are.</p> <p>ESTYN 2025</p> <p><i>The school's curriculum makes good use of the locality and community resources and this helps broaden learning opportunities for pupils</i></p> <p><i>Staff across the school successfully promote the rights of the child and this influences the school curriculum and pupils' attitudes to school life and learning positively.</i></p>

<p><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</i></p>	<p>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.</p> <p><i>ESTYN 2025</i></p> <p><i>Partnership working with families and the community is a strength of the school.</i></p>
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Community Schools

Budgeted cost: £ 25000

Activity	Evidence that supports this approach
<p>Targeted intervention and support by the Family Inclusion Officer/wellbeing team. (This supports the WG Community Focused Schools agenda). Continue to implement the whole school approach to well-being toolkit to improve parent/ carer engagement</p>	<p>Our FIO has a developed network of support and can access a range of purposeful interventions to effectively support our families.</p> <p>Building relationships and increasing family engagement has proved crucial for improving wellbeing and attendance. Families are also more likely to attend workshops and engage with their child's learning e.g. class assemblies, after school cooking and forest school activities.</p> <p>FIO 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.</p> <p>Successful family festival days have a number of agencies attending and as a result are well attended by parents/ carers</p> <p>A robust action plan in collaboration with the EWO - evidence shows that targeted support towards families has a positive impact on attendance.</p> <p>FIO/well-being team record successful case studies as evidence of good practice.</p> <p><i>ESTYN 2025</i></p> <p><i>There are robust procedures to monitor pupils' attendance. Rates of attendance, including for pupils who are eligible for free school meals, are improving</i></p>

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
<p>Targeted intervention and support by the Family Inclusion Officer/wellbeing team.</p> <p>Engaging with the whole school approach to mental health and wellbeing</p> <p>Enriching the curriculum with hooks, visitors, special projects and residential opportunities</p>	<p>Engaging with partnerships for targeted support for families leading to wellbeing for all.</p> <p>Utilising the parent council as a vehicle for parent voice and fostering family engagement opportunities has been highly successful as families have greater awareness of the services available and have the confidence to ask for support.</p> <p>Visits and visitors – ignites learning, provides enriching opportunities, promotes pupil engagement in learning and raises pupil aspirations.</p>

Total budgeted cost: £191,811

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.

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

ESTYN report : school considers the interests of pupils when planning activities and use this to engage and motivate them. The school's curriculum makes good use of the locality and community resources and this helps broaden learning opportunities for pupils.

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. Both of these experiences enabled the children to achieve two of our 50 curriculum vision aspirations. Almost all of our year 6 leavers sited these opportunities as their most memorable activities in their Blaenymaes learning journey. 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 sited as memorable experiences. The impact is evident in improved pupil engagement.

ESTYN report: There are a range of valuable experiences for pupils, to develop their creative skills, including drama workshops, celebratory performances and working with local artists.

TA support in every class and focus groups enables staff to tailor teaching and learning more to the needs of groups and individuals. TAs record specific successful case studies to share with staff where they have recorded a significant improvement in the well-being / progress of a child. All pupils access the school's universal provision and around half continue to attend Rainbow Room sessions for a variety of support including S.E.B.D., reading interventions and Popat. Support within the Rainbow room can be flexible with some pupils no longer needing that specific support. Early year sensory provision, again this year, has supported a minority of pupils unable to access busy classroom settings due to A.L.N and this specific approach has resulted in small progress steps in their individual progress. Incidents in line with our behaviour policy have continued to fall with less overall 'grey' Rhodris – where dysregulated children attend the Rainbow room until ready to attend class again. In some cases, where children need more bespoke support 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.

ESTYN report (impact) Staff at Blaenymaes provide a warm, welcoming school environment where pupils feel safe and cared for. Staff across the school successfully promote the rights of the child and this influences the school curriculum and pupils' attitudes to school life and learning positively. As a result, nearly all pupils behave well throughout the school day and demonstrate a strong sense of equity and fairness. Across the school, staff provide a range of worthwhile interventions to support the emotional and well-being needs of pupils. Assessment information suitably identifies pupils with additional learning needs and those who need a little extra help with their learning.

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

ESTYN report Many pupils make suitable progress from their individual starting points. Most younger pupils develop their reading skills well and many older pupils read for pleasure, developing their accuracy and fluency as they progress through the school.

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. The forest after school club continues to be very popular and well attended. Our forest lead attends monthly Community Farm wellbeing sessions with a small group of vulnerable children which has improved their readiness to learn in school and self-regulation. There have been successful case studies again this year.

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 this year, to support pupils for example where school avoidance is becoming a concern. Even though our overall attendance figure has dropped slightly this year, other factors such as term time holiday are having an impact on attendance as well as a minority of persistent absentees. School is working with the GB to amend the attendance policy to try to improve these issues.

We do however continue to have success stories and case studies evidence both the successes and barriers to improvement. Research with Swansea University continued looking at barriers to attendance with two other local primary schools and our pupil voice ambassadors presented at

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
Language link	Speech and language link
Wellcomm	GL assessments
PASS / Reading/spelling and maths	GL assessments
White Rose maths	White Rose
Stile	LDA
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.