

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	Pentrebane Primary School
Number of pupils in school	157
Proportion (%) of PDG eligible pupils	75%
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elizabeth Prescott
PDG Lead	Elizabeth Prescott
Governor Lead	Doug Corp

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£
EY PDG funding allocation for this academic year	£
Total budget for this academic year	£113, 850

Part A: Strategy Plan

Statement of Intent

Leadership:

Continue to ensure that an effective leadership and governance structure evaluates the impact of teaching and assessment on raising pupils' standards appropriately.

Teaching and Learning: Continue the improvement of the quality of teaching and assessment so that pupils make appropriate progress across the curriculum.

Curriculum: Further develop an effective curriculum that engages all pupils and supports the progressive development of their skills across the curriculum.

Attendance: Improve pupils' attendance and wellbeing.

This is achieved through:

- Effective leadership at all levels of the school to ensure that pupils are provided with the best possible opportunities to make progress and succeed.
- Ensuring that all pupils receive quality first teaching in all areas, enabling them to access their learning well and make good progress from their own starting point.
- Ensure regular assessment and monitoring of pupil progress takes place.
- Implementing a range of interventions to support the learning of those pupils identified as not making progress, and regularly evaluating the impact of the range of interventions being implemented.
- Providing a rich and varied curriculum, which offers authentic learning opportunities to engage and inspire learners.
- A range of wellbeing interventions to support pupils' mental health and wellbeing needs and therefore supporting them to engage with school and improve attendance.

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
Teaching and the curriculum ensure that there is clear progression throughout the year and as pupils move through the school.	A clearly mapped out curriculum ensures that pupils' knowledge and skills are developed in a coordinated and progressive manner.
To ensure effective interventions are in place for pupils at risk of falling behind or are not achieving their full potential.	Most pupils who receive additional support through an individual or group intervention make good progress from their own starting point.
To support children's mental health and wellbeing and improve children's social and emotional development.	Most pupils demonstrate they are happy and feel safe in school. As a result, they are able to engage positively with their learning and make good progress.
To provide fair access to enrichment activities for all pupils.	Nearly all pupils are provided with a range of activities that support and enhance their curriculum learning.
To improve pupil attendance	Whole school attendance is targeted to reach 95% by 2025/26

Activity in this academic year

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

Leadership, Teaching and Learning, and Curriculum

Budgeted cost: £

Activity	Evidence that supports this approach
Leaders undertake pupil progress meetings and in depth monitoring activities to identify those pupils not making adequate progress and implement targeted interventions to support them.	Small group and individual interventions support pupils as part of the school's universal and targeted support plan. EEF research
Ensure fair access to a wide variety of enrichment activities. These to include: School trips and visitors to school Productions Residential trips Forest Schools	Pupil feedback
Training received by all teaching staff regarding meeting the needs of all learners, improving teaching and learning, effective modelling techniques.	Staff feedback Estyn Inspection 2023
All teaching staff to work closely with CSC's curriculum specialist teacher to fully develop an effective and cohesive curriculum that meets the needs of all learners.	Estyn Inspection 2023

Community Schools

Budgeted cost: £

Activity	Evidence that supports this approach
School Attendance	Pupil attendance in 2024 – 25 rose to
Parental engagement activities	Parental engagement has a positive impact on levels of pupils' engagement, attendance and overall progress.

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

Budgeted cost: £3,050

Activity	Evidence that supports this approach
Leader for Y3 – 6 to attend Senior Leadership training.	

Total budgeted cost: £123,050

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 2022 to 2023 academic year.

Intended Outcome	Success Criteria	Impact of Activity
Teaching and the curriculum ensure that there is clear progression throughout the year and as pupils move through the school.	A clearly mapped out curriculum ensures that pupils' knowledge and skills are developed in a coordinated and progressive manner.	Work with CSC Curriculum team has resulted in the development of a cohesive and progressive curriculum that can be further developed next year.
To ensure effective interventions are in place for pupils at risk of falling behind or are not achieving their full potential.	Most pupils who receive additional support through an individual or group intervention make good progress from their own starting point.	POPAT data shows appropriate/ good progress in nearly all pupils.
To support children's mental health and wellbeing and improve children's social and emotional development.	Most pupils demonstrate they are happy and feel safe in school. As a result, they are able to engage positively with their learning and make good progress.	PASS data used to identify need. Thrive and ELSA provided appropriately. Jigsaw bought to ensure classroom teaching supports mental and physical well being of all pupils. PASS results show very positive feelings of pupils towards school.
To provide fair access to enrichment activities for all pupils.	Nearly all pupils are provided with a range of activities that support and enhance their curriculum learning	Trips and enhancement activities provided requested contribution from parents. Shortfall subsidised by school.
To improve pupil attendance	Nearly all pupils are provided with a range of activities that support and enhance their curriculum learning	Attendance levels have improved in some areas but will need continued focus.

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
Thrive	Thrive
Speech and Language Link	Speech and Language Link
CDS & PASS	GL Assessment
Jigsaw	Jigsaw PSHE Ltd
Handwriting Motorway	Cardiff Council
Widgit	
Seesaw	

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.