# 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 | Pentrebane Primary School |
| Number of pupils in school | 176 |
| Proportion (%) of PDG eligible pupils | 59% |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Elizabeth Prescott |
| PDG Lead | Elizabeth Prescott |
| Governor Lead | Darren Evans |

## Funding Overview

| Detail | Amount |
|---|---|
| PDG funding allocation this academic year | £103,500 |
| EY PDG funding allocation for this academic year | £24,150 |
| | |
| **Total budget for this academic year** | £127,650 |

## 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.

The school serves a community in which 59% of pupils are eligible for PDG. The strategy therefore focuses on reducing the impact of poverty and disadvantage on pupils' attainment, engagement, wellbeing and access to wider opportunities. PDG-funded activity is aligned closely with whole-school improvement priorities while retaining a clear focus on improving outcomes for pupils affected by poverty.

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 points.
Regular assessment and monitoring of pupil progress, including consideration of the progress and attainment of pupils affected by poverty.
Implementing targeted interventions for pupils identified as not making appropriate progress and regularly evaluating their impact.
Providing a rich and varied curriculum with authentic learning opportunities, while removing financial barriers to participation in enrichment activities.
Providing wellbeing and pastoral interventions to support pupils' mental health, attitudes to learning and engagement with school.
Working with pupils and families to identify and reduce barriers to regular attendance and engagement.

### *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 |
|---|---|
| Improve progress and attainment for pupils affected by poverty, particularly in literacy and numeracy. | Monitoring and assessment demonstrate that most identified pupils make appropriate progress from their individual starting points, with gaps in attainment reducing where possible. |
| Ensure pupils who are at risk of falling behind receive timely and effective targeted support. | Pupil progress meetings identify pupils requiring additional support. Interventions have clear entry and exit measures and monitoring demonstrates that most pupils receiving targeted support make measurable progress. |
| Improve the quality and consistency of teaching and curriculum provision for pupils affected by poverty. | Monitoring demonstrates increasingly consistent teaching and appropriate challenge. Curriculum provision supports the progressive development of pupils' knowledge and skills and enables pupils to build successfully on prior learning. Financial disadvantage does not prevent pupils from participating in curriculum enrichment, trips, residential experiences and wider school opportunities. |

| Intended outcome | Success criteria |
|---|---|
| Improve pupils' attitudes towards themselves as learners and their readiness to learn. | PASS and other wellbeing information demonstrate improvement, particularly in self-regard as learners, preparedness for learning and response to curriculum demands. |
| Improve attendance and reduce barriers to regular school attendance. | Attendance improves from the school's current baseline, with targeted support provided to pupils and families where attendance is a concern. Persistent absence reduces. |

## 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: £62, 610

| Activity | Evidence that supports this approach |
|---|---|
| Leaders undertake pupil progress meetings and in-depth monitoring activities to identify vulnerable pupils where barriers to learning restrict their progress and implement a wide range of interventions including Speech and Language Links, Bucket Time, Sensory Circuits, Thrive and Maths Factor to support them. | School intervention monitoring and pupil progress information. Small-group and individual interventions form part of the school's universal and targeted support. EEF evidence supports the use of well-targeted, evidence-informed intervention alongside high-quality classroom teaching. |
| Ensure fair access to a wide range of enrichment activities by removing financial barriers for pupils affected by poverty. Opportunities include school trips, visitors, productions, residential experiences and Forest School activities. | Pupil voice and participation information. Enrichment supports engagement, aspiration and curriculum learning and ensures that financial disadvantage does not restrict access to wider experiences. |
| Provide professional learning for teaching staff focused on meeting the needs of all learners, improving teaching and learning and developing effective modelling and scaffolding approaches. | School monitoring, staff feedback and professional learning priorities. Current assessment information, including CAT4 and PASS, supports the need for teaching approaches that respond to differing cognitive profiles, confidence and readiness to learn. |
| Teaching staff work closely with the curriculum specialist to further develop a coherent and progressive curriculum that meets the needs of all learners, including pupils affected by poverty and disadvantage. | School improvement priorities, curriculum monitoring and pupil progress information. Ongoing curriculum development is required to ensure clear progression, appropriate challenge and equitable access to learning. |

### Community Schools

Budgeted cost: £5,040

| Activity | Evidence that supports this approach |
|---|---|
| Attendance: Continue to develop the school's Inclusive Attendance approach, including early identification of attendance concerns, work with individual pupils and families to identify barriers, and targeted support to improve engagement and attendance. | School attendance data shows improvement but attendance remains a priority. The previous 95% target was identified as unrealistic for the school community; the Inclusive Attendance approach provides a more individualised, barrier-focused model. Current baseline and 2026-27 improvement measures to be confirmed from attendance data. |
| Parental and family engagement: Develop opportunities for parents and carers to engage with school and their children's learning, with particular attention to families experiencing barriers to engagement. | School experience and parental feedback indicate that positive family engagement supports pupils' engagement, attendance, wellbeing and progress. Activity will be monitored through participation, feedback and relevant pupil outcomes. |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach |
|---|---|
| Continue to fund trained Thrive and ELSA practitioners to provide targeted emotional wellbeing and pastoral support for vulnerable pupils. This includes staff time to deliver individual and group interventions, monitor impact and work with families where appropriate. | Developing leadership capacity supports sustained improvement in teaching, provision and monitoring. The impact will be evaluated through leadership monitoring, staff development and outcomes for pupils, with a particular focus on vulnerable learners. |
| Develop distributed leadership capacity through Senior Leadership training for the teacher in charge of the SRB, strengthening leadership of provision, teaching and support for vulnerable learners and pupils with additional needs. | PASS results, safeguarding reports and pupil voice demonstrate the need for a variety of emotional wellbeing support across the school. Funding primarily supports staffing costs associated with Thrive and ELSA provision. |

**Total budgeted cost: £127,650**

## 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.

| 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. | Changes to year-group structures required further curriculum development during 2025-26. Senior and middle leaders worked with teaching staff to strengthen curriculum mapping and progression so that pupils build knowledge and skills more coherently as they move through the school. Curriculum documents and monitoring provide evidence of this continuing work. |
| 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. | Monitoring of interventions showed that most pupils receiving additional individual or group support made good progress from their starting points. Intervention monitoring is used to review impact and adjust or discontinue provision where appropriate. |
| 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 feedback showed that 83% of pupils had a positive attitude towards school. Thrive and ELSA support were provided for identified pupils and Jigsaw was used to support social and emotional development and wellbeing. PASS will continue to be used to identify more specific attitudinal barriers to learning and evaluate impact. |
| 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. | During 2025-26, pupils in Years 2-6 accessed a wide range of enrichment opportunities including Kinetic dance and drama, football, rugby, choir, music lessons, swimming, pottery and school trips. Support was provided to help ensure financial disadvantage did not prevent participation. |
| To improve pupil attendance | Whole school attendance is targeted to reach 95% by 2025/26 | Attendance data showed improvement, alongside better identification of pupils and families requiring support. The previous whole-school target of 95% was reviewed and judged to be unrealistic for the school community. The school has joined the Inclusive Attendance programme for 2026-27 to develop a more individualised approach focused on understanding and reducing barriers to attendance. |

## *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 | Widgit |
| Seesaw | Seesaw |
| B Squared | B Squared |

## Further information (optional)

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|---|
| The school's PDG strategy is closely aligned with the School Improvement Plan because of the high proportion of pupils affected by poverty and disadvantage. PDG is used to strengthen high-quality teaching, targeted academic and wellbeing support, attendance and family engagement, and equitable access to enrichment. Impact is evaluated through a combination of attainment and progress information, intervention monitoring, attendance, PASS, CAT4, pupil voice and school monitoring. The school will continue to refine its evaluation of the specific impact of PDG-funded activity on eligible pupils during 2026-27. |