



## **Annex B: Pupil Development Grant Strategy Statement**

### **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**

<b>Detail</b>	<b>Data</b>
School name	Abernant Primary
Number of pupils in school	99
Proportion (%) of PDG eligible pupils	19.19%
Date this statement was published	September 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Mrs J. Kucia
PDG Lead	Mrs J. Kucia
Governor Lead	Mr H. Davies

#### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£14,950
EYPDG	£0
Total	£14,950
<b>Total budget for this academic year</b>	<b>£592,072</b>

#### **Intended Outcomes**

Our intention as a school is to ensure that all groups of vulnerable learners, (FSM, ALN, EAL), have access to the very best learning and teaching, and that relationships are built with 'parents, the local community and specialist services to meet the needs of pupils and their families.

Intended outcome	Success criteria
1. Vulnerable learners make good progress in their written development.	<p>Vulnerable learners progress is clearly mapped and evident throughout the school improvement plan.</p> <p>Vulnerable learners' skills of basic writing skills are well developed, and they make good progress from their starting points.</p> <p>Outcomes for most Vulnerable learners are continually improving and nearly all Vulnerable learners make progress in line with their targets.</p>
2. Vulnerable learners make good progress in their phonic/reading development and basic maths skills.	<p>Vulnerable learners progress is clearly mapped and evident throughout the school improvement plan.</p> <p>Vulnerable learners' skills of basic mathematics and literacy skills are well developed, and they make good progress from their starting points.</p> <p>Outcomes for most Vulnerable learners are continually improving and nearly all Vulnerable learners make progress in line with their targets.</p>
3. Vulnerable learners will receive high quality teaching in order to develop their basic skills of writing	<p>Teachers have a good knowledge and understanding of and employ various teaching strategies/blend of approaches that meet individual needs effectively.</p> <p>Teachers use the 7-step model consistently in their planning and their daily practice.</p> <p>Teachers will share strategies with learners each lesson and display them on the working walls to support vulnerable learners in recalling which strategies they use.</p> <p>Teachers will provide plenty of opportunity for SPAG practice and consolidation and short burst writing tasks.</p>

### Activity in this academic year

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

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| <ul style="list-style-type: none"> <li>• High quality professional development for staff in the development of Learners written skills</li> <li>• Training updates for language development, THRIVE and Intensive Interaction programmes</li> <li>• Purchasing of resources for parent/child learning alongside each other sessions</li> <li>• Purchasing resources for after school clubs</li> <li>• Providing sessions for families on our learning approaches</li> <li>• Employment of LSA to support the vulnerable learners with class learning and with tailored individual/group work</li> </ul> |
|---|

## Learning and Teaching

Budgeted cost: £ 15,998

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	
<p><i>Basic literacy and numeracy development through the use of:</i></p> <p><i>SPAG practice consolidation</i></p> <p><i>CPA approach for mathematics</i></p> <p><i>Intensive intervention</i></p> <p><i>Support for the development of learners' effectiveness through the use of:</i></p> <p><i>"7 step model"</i></p> <p><i>"Zones of learning"</i></p> <p><i>Modelling of strategies and evaluating their effectiveness</i></p>	<p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for our vulnerable learners.</p> <p>Our school plans to maximise teaching quality through improving language development outcomes and learner effectiveness of our learners and securing high, quality, effective professional development for teachers.</p> <p>There is an effective monitoring, evaluating and reviewing system in place within the school with senior leaders playing a part in driving standards and MER activities.</p> <p>ALNCo assists HT in undertaking rigorous termly pupil progress meetings.</p> <p>Most vulnerable learners make progress in from their starting points.</p> <p>Progress trackers are kept with detailed analysis.</p>

## Community Schools

Budgeted cost: £3,000

Activity	Evidence that supports this approach
<i>Increased Family Engagement</i>	<p>Research by (<a href="#">Jeynes, 2015</a>; <a href="#">See and Gorard, (2015)</a>) shows that:</p> <p>"Reaching out to families and working with them has shown to have a positive impact on overcoming the impact of socio-economic disadvantage on educational attainment and should be at the forefront of schools' work.</p> <p>Our national mission here in Wales is "to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner."</p> <p>At Abernant we pride ourselves on our nurturing, inclusive ethos. Ensuring that every child feels safe, listened to and valued so they can flourish socially, emotionally and academically.</p> <p>This year we want to further develop our family engagement, so families are:</p> <ul style="list-style-type: none"> <li>• made to feel welcomed, listened to and valued just like our learners.</li> <li>• Their needs, and those of their children, are understood and catered for.</li> <li>• They will be encouraged and supported to play an active role in their child's learning and are supported to best utilise and enhance the home learning environment, which includes the physical characteristics of the home, but also the quality of the learning support that they provide themselves.</li> </ul>

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

Budgeted cost: £1, 500

Activity	Evidence that supports this approach
<i>THRIVE Programme</i>	<p>For our vulnerable learners in need of additional support, research suggests that providing targeted emotional support finely tuned to the needs of individual pupils offers potential benefits. At Abernant, as well as the academic support we provide (mentioned above) we also provide the THRIVE programme to support the emotional needs of some learners, as we find this is can also cause a barrier to achievement. We complete THRIVE assessments and detailed analysis on the identified learners. THRIVE practitioner implements the tailored programme, makes observational notes and reports. Pupil questionnaires also vital in identifying next steps.</p>

**Total budgeted cost: £ 20,498**

**Part B: Review of outcomes in the previous academic year**

***PDG outcomes***

- Vulnerable progress is clearly mapped and evident throughout the school improvement plan.
- There is an effective monitoring, evaluating, and reviewing system in place within the school with Improvement partners playing a part in driving standards and MER activities. ALNCo assists HT in undertaking rigorous termly pupil progress meetings. Most FSM pupils make suitable progress in lessons and in their books.
- Outcomes for most vulnerable learners are continually improving and most learner pupils make good progress from their starting points.
- There are no vulnerable learner exclusions.
- Within lessons teachers have a good understanding of their vulnerable learners and work hard to ensure that standards of teaching and learning for vulnerable pupils are high. Differentiation is employed effectively to ensure individual and group needs are met in most classes.
- Vulnerable learners play an active part of school life securing regular positions of responsibility in terms of playing a role in the many pupil councils school runs, school concerts and play a regular active part in extra-curricular activities.

**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>
SPAG and Handwriting professional development	CSC
THRIVE	THRIVE
Precision training	Local authority – ALN Department