School:
Date of publication:

Pupil Development Grant Plan
Part A – Plan for 2026/7
Part B – Evaluation of Plan 2025/6

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 the LA will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

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.
*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Abernant Primary
Number of pupils in school	93
Proportion (%) of PDG eligible pupils	18.27%
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	
PDG Lead	J. Hayes
Governor Lead	R. Smith

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 24,150

Total budget for this academic year	£ 24,150

Part A: Strategy Plan 2026/27

Statement of Intent

At Abernant Primary School our Pupil Development Grant strategy is focused on ensuring equity and excellence for all learners, particularly those eligible for Free School Meals (FSM) and learners we identify as vulnerable. We will continue to develop all teachers' understanding of equity so that barriers to learning are recognised and addressed effectively, enabling our pupils to make good progress in all theor learning. Through our consistent approach to high-quality teaching and learning across the school, we will ensure that all pupils receive the same high standards of provision. We are committed to poverty-proofing the school so that no child is disadvantaged by their socio-economic circumstances and all pupils can fully participate in school life. In addition, we will implement a rigorous Monitoring, Evaluation and Review (MER) cycle to track, analyse and understand the progress of FSM pupils, enabling leaders to evaluate impact, identify areas for improvement and ensure resources are targeted where they will make the greatest difference.

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
FSM learners make the expected levels of progress in their mathematical understanding and application	FSM learners progress is clearly mapped and evident throughout the school improvement plan. FSM learners' skills of mathematics are well developed, and they make good progress from their starting points. Data shows that FSM learners maintain or improve on the accelerated progress made and increase from 12 to 14 learners.
FSM learners make the expected progress in their reading	FSM learners progress is clearly mapped and evident throughout the school improvement plan. FSM learners' skills of reading are well developed, and they make good progress from their starting points. Data shows that FSM learners maintain or improve on the accelerated progress made and and increase from 12 to 14 learners.
FSM learners attendance improves	FSM attendance at 4% or less.

FSM learners emotional/social/behavioural are developed	FSM learners are supported with their emotional/social/behavioural needs and improvements made. They make good progress in their THRIVE assessments.
FSM learners will receive high quality teaching in order to develop their mathematic and reading skills	Teachers have a good knowledge and understanding of and employ various teaching strategies/blend of approaches that meet individual needs effectively. Teachers use the 7-step model consistently in their planning and their daily practice. Teachers will share strategies with learners each lesson and display them on the working walls to support FSM learners in recalling which strategies they use.

Activity in this academic year 2026 to 2027

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

Mathematical understanding
Use diagnostic assessments to identify gaps and provide timely support within classroom environment.
Deliver targeted intervention within classroom environment.
Continue the well-developed use of mastery-based approaches and concrete, represent, and abstract (CRA) resources.
Provide staff training on effective mathematical teaching and learning that develops the five proficiencies of number.
Track FSM learner progress termly through pupil progress meetings.
Reading
Implement structured reading and fred fluency
Increase opportunities for guided reading – reading re-considered
Provide access to high-quality texts and home-reading resources
Develop parental engagement through reading workshops and reading challenges
Monitor reading age progress regularly and adapt teaching and learning as necessary
Attendance
Continue to implement a robust attendance monitoring system with early identification of concerns
Develop strong relationships with families through regular communication and support
Reward improved attendance through incentives and recognition
Remove barriers to attendance through poverty-proofing measures, including support with uniform, etc.
Work closely with external agencies where attendance concerns persist.
Emotional, Social and Behavioural Development
Provide nurture provision and targeted wellbeing interventions.
Develop effective emotional literacy support programmes.
Ensure access to counselling, ELSA-type provision or mentoring where appropriate.
Strengthen relationships with families and external support services.
Use pupil voice activities to identify barriers and respond to learner needs.
High-Quality Teaching
Develop all teachers' understanding of equity and the impact of poverty on learning.
Provide professional learning on adaptive teaching and metacognitive strategies.
Ensure consistent implementation of the school's 7-step model across all classes.
Use learning walks, book scrutiny and peer observations to monitor consistency.
Develop working walls that explicitly model strategies and support learner independence.
Create opportunities for staff to share best practice through lesson study, coaching and professional learning communities.

Learning and Teaching

Budgeted cost: *£ [18,540]*

Activity	Evidence that supports this approach
High quality teaching and learning	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainmen outcomes, particularly for our vulnerable learners. 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. 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. ALNCo assists HT in undertaking rigorous termly pupil progressmeetings. Most vulnerable learners make progress in from their starting points. Progress trackers are kept with detailed analysis.

Community Schools

Budgeted cost: £ *[3,000]*

Activity	Evidence that supports this approach
Further develop Family Engagement	Research by (**Jeynes, 2015**; **See and Gorard, (2015)**) shows that: "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. 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." 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. This year we want to further develop our family engagement, so families are: • made to feel welcomed, listened to and valued just like our learners. • their needs, and those of their children, are understood and catered for. 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.

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

Budgeted cost: £ *[2,000]*

Activity	Evidence that supports this approach
THRIVE	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.

Total budgeted cost: £ *[20,040]*

Part B: Review of outcomes in the previous academic year 2025/26

PDG evaluation of outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Evaluation and Impact
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. 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. FSM attendance rates are within 5% of non-fsm learners. This work will continue next year.

Comparative data between FSM and NFSM over last three years

Year	NFSM	FSM	Diff.
2023 – 2024	91.8%	88.5%	3.3%
2024 – 2025	92.1%	85.6%	6.5%
2025 – 2026	92.1%	88.1%	4%

Progress made in school based standardised tests over a 7 month period

Progress Made	MALT	Holborne	SWST
	Mathematics	Decoding	Spelling
SS	0	0	3
1 – 7m	4	4	3
8 – 12m	4	3	2
13+m	8	9	8

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
Developing the five proficiencies of mathematics in learners and their conceptual understanding	CSC – Louise Davies
Developing writing skills of learners	CSC – Emma Jackson
Dyslexia Training	RCT Educational Psychologist service

Further information (optional)
