Penpych Primary School

Annex B: Pupil Development Grant Strategy Statement

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	Penpych Community Priary School
Number of pupils in school	158
Proportion (%) of PDG eligible pupils	34.17%
Statement authorised by	Mr T Lewis
PDG Lead	Mr T Lewis
Governor Lead	Mr M Cude

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£72450

Part A: Strategy Plan

Statement of Intent

Penpych Community Primary School is committed to ensuring that all learners, particularly those affected by socio-economic disadvantage, have equitable access to high-quality teaching, learning and wellbeing provision. We will use Pupil Development Grant (PDG) funding strategically to remove barriers to learning, improve attendance, wellbeing and engagement, and raise standards for identified learners. Our School Development Plan priorities for 2026-2027 are to: • Increase opportunities for learners to develop and apply their Digital Skills. • Improve learners' Welsh Oracy skills. • Strengthen numeracy across the curriculum • Improve attendance, particularly for vulnerable learners. PDG funding will support targeted interventions, additional staffing, wellbeing provision, family engagement, professional learning and enrichment opportunities to ensure disadvantaged learners achieve their full potential.

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
Provide highly effective intervention programmes to support specific pupils' learning needs.	Nearly all pupils accessing additional support make expected progress in literacy and numeracy. A majority make above expected progress. Relevant staffing ratios sustained to provide existing intervention programme. (Speech and Language links; Monster Phonics; MALT; Welcomm, Active Literacy & Literacy Launchpad) All relevant staff provided with suitable CPD to meet needs of learners.

Improve attendance and engagement of vulnerable learners.	Attendance of vulnerable learners improves throughout the academic year. Persistent absenteeism decreases. Families engage positively with school support and intervention programmes. Learners demonstrate improved engagement in learning. PenPych Community Primary School set ambitious school target of 93%. Provide vulnerable pupils with high quality support that raises attendance. Internal award systems to impact on attendance. Improve liaison with school attendance officer. Regular FEO meetings with families requiring support.
Improve outcomes in Mathematical Development for disadvantaged learners.	Most targeted learners make expected or better progress from their starting points. Learners demonstrate increased confidence in reasoning and problem-solving. Nearly all learners use agreed calculation strategies consistently. The attainment gap in Mathematics is reduced.
Improve Welsh Oracy skills and confidence.	Most learners demonstrate increased confidence when speaking Welsh. Learners use Welsh more frequently during learning activities and daily routines. Targeted learners make measurable progress in spoken Welsh.
Develop learners' Digital Skills.	Most learners demonstrate improved digital competence. Learners apply digital skills across a range of curriculum contexts. Disadvantaged learners have equitable access to digital learning opportunities.
Improve teaching and learning	High-quality training for school staff provided, including training for social and emotional support.

Provide highly effective intervention programmes to support specific pupils' wellbeing.	Staff and resource effective ELSA / Nurture groups to provide social and emotional support to a range of pupils. Nearly all pupils accessing wellbeing support to show progress against targets. Relevant staffing ratios sustained to provide existing intervention programme. All relevant staff provided with suitable CPD to meet needs of learners.
Improve leadership capacity thus raising standards.	Provide non-contact leadership opportunities to monitor progress and to identify best practice Best practice shared between staff internally and externally. Strong professional links created within the school, community and other organisations.
Improve wellbeing and readiness to learn.	Learners receiving wellbeing support make progress against identified targets. Learners demonstrate improved confidence, resilience and self-esteem. Wellbeing interventions have a positive impact on learner engagement and progress.

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

Activity	Resources
Contribute towards emploiying a Family Engagement Officer to work with vulnerable pupils and families, improving attendance, engagement and parental partnership.	Family Engagement Officer
Deliver targeted attendance interventions and family support programmes.	Attendance resources, family engagement initiatives
Provide numeracy interventions and small-group Mathematical Development support linked to the whole-school and cluster priority.	Intervention programmes, maths resources, TA support
Provide Welsh Oracy interventions and enrichment opportunities to improve confidence and use of Welsh.	Welsh language resources, enrichment activities
Ensure equitable access to digital technology and digital learning experiences.	Chromebooks/iPads, software, digital subscriptions
Deliver ELSA, nurture and wellbeing support for identified learners.	Wellbeing resources, ELSA programmes, nurture provision
Provide additional teaching assistant support to deliver targeted interventions and classroom support.	Teaching Assistant staffing costs
Subsidise educational visits, residential experiences and enrichment opportunities to remove financial barriers to participation.	Educational visits and enrichment activities
Support staff professional learning linked to Mathematical Development, Welsh Oracy and Digital Competence.	Training, supply cover and professional learning resources
Participate in cluster collaboration work focused on Mathematical Development, including progression mapping, moderation activities, transition arrangements and development of a shared portfolio.	Supply cover and cluster meeting costs

Learning and Teaching

Budgeted cost: £72450

SDP Priority	Teaching and Learning Activities Funded through PDG	Evidence of Impact
Mathematical Development	• Deliver targeted Mathematics interventions for identified learners. • Provide additional Teaching Assistant support during Mathematics sessions. • Purchase resources to support reasoning, fluency and problem-solving. • Support staff professional learning in effective mathematics pedagogy. • Participate in cluster moderation and progression activities. • Facilitate collaborative planning to ensure consistency in calculation methods and progression. Participate in a cluster collaboration project to improve the provision of mathematics.	• Assessment and tracking data. • Numeracy intervention records. • Standardised assessment outcomes. • Learning walks and lesson observations. • Book scrutiny. • Pupil voice. • Cluster moderation records. • Progress meetings.
Digital Skills	• Provide access to digital devices and software for disadvantaged learners. • Integrate digital skills across curriculum planning. • Deliver targeted support for learners requiring additional digital skills development. • Provide staff professional learning in digital pedagogy. • Ensure all learners can access digital learning opportunities.	• Digital Competency Framework progression records. • Samples of digital work. • Teacher assessment. • Planning scrutiny. • Pupil voice. • Learning walks. • Engagement data.
Welsh Oracy	• Deliver targeted Welsh language intervention groups. • Create structured opportunities for speaking and listening activities. • Support staff to consistently model Welsh language	• Oracy assessments. • Pupil voice surveys. • Observation records. • Welsh language monitoring activities. • Work samples and

	patterns. • Provide Welsh enrichment experiences. • Develop learner confidence through collaborative speaking activities.	recordings. • Teacher assessments.
Attendance and Family Engagement	• Employ Family Engagement Officer. • Provide targeted support for vulnerable families. • Implement attendance intervention programmes. • Conduct home visits and family support meetings when required. • Work with external agencies to remove barriers to learning.	• Attendance data. • Persistent absence figures. • Family engagement records. • Case studies. • Team Around the Family meetings. • Pupil wellbeing data.
Wellbeing and Inclusion	• Deliver ELSA and nurture interventions. • Provide targeted emotional wellbeing support. • Support learners with social and emotional barriers to learning. • Facilitate wellbeing groups and mentoring sessions. • Provide access to enrichment opportunities and extra-curricular activities.	• Wellbeing assessment data. • Individual learner targets. • ELSA records. • Behaviour and engagement data. • Learner voice. • Attendance improvements. • Case studies.
High-Quality Teaching and Learning	• Provide staff professional learning linked to Mathematics, Welsh Oracy and Digital Competence. • Facilitate peer observations, coaching and professional enquiry. • Develop adaptive teaching strategies. • Use assessment information to inform planning and intervention. • Strengthen cluster collaboration and sharing of effective practice.	• Professional learning evaluations. • Lesson observations. • Learning walks. • Staff surveys. • Book scrutiny outcomes. • Progress data. • Cluster moderation evidence.

Part B: Review of outcomes in the previous academic year

PDG outcomes

Budgeted cost: £78,200

This details the impact that our PDG activity had on pupils in the 2025 - 26 academic year.

Overall, PDG funding contributed positively to improving outcomes for disadvantaged learners during 2025-2026. The school successfully provided targeted support that promoted attendance, wellbeing, engagement and academic progress. While some learners continue to require additional support to overcome barriers associated with disadvantage, evidence from assessment, attendance data, intervention tracking and learner voice demonstrates that the majority of targeted learners benefited from the provision provided.

The School takes good steps to plan, agree and monitor the effective use of all grants. There is a regular review by the management team, finance officer and governing body of the school and by the LA, to promote progress and remove barriers to learning for pupils eligible for this funding.

The school will build upon these successes during 2026-2027 through its continued focus on:

- Improving attendance for vulnerable learners.
- Strengthen numeracy across the curriculum
- Increasing opportunities to develop Digital Skills.
- Improving Welsh Oracy.
- Further reducing barriers to learning through targeted wellbeing and family engagement support.
- Providing intervention and support programmes that are proven to have the greatest impact and to be sustainable.
- Developing expertise of staff to meet needs of disadvantaged learners' catch up provision, other interventions using bespoke support as identified by staff.
- Enhancing ELSA, Nurture provision and other interventions to support and enhance pupil well-being.
- Implementing and using highly effective data tracking systems to
- identify learners' needs, target interventions and monitor impact.
- Enable a dedicated FEO to engage with families and monitor attendance.

These priorities will ensure that PDG funding continues to have a measurable impact on learner outcomes and supports the school's commitment to equity and excellence for all learners.

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
CSC training programmes	CSC
Jigsaw PSHE	Jigsaw Education Group
White Rose Maths	White Rose Maths Education
Monster Phonics	Monster Phonics LTD
Jigsaw RVE	Jigsaw Education Group
Maths Collaboration Project	Cluster of schools & Variety of providers