

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	Llanfoist Fawr Primary
Number of pupils in school	210
Proportion (%) of PDG eligible pupils	18%
Date this statement was published	April 26
Date on which it will be reviewed	April 27
Statement authorised by	M Davies
PDG Lead	S Davies
Governor Lead	M Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£39,100
Total budget for this academic year	£39,100

Part A: Strategy Plan

Statement of Intent

Llanfoist Fawr will support PDG eligible pupils through a variety of regular interventions, support and provision provided by staff. This will be closely tracked by senior staff to ensure appropriateness of intervention and progress made by the pupils.

Key principle areas we will address are:

- Literacy
- Numeracy
- Wellbeing
- Exposure to opportunities that may not normally be available to PDG eligible pupils.
- Regular A4L and metacognition opportunities throughout the school year to enhance pupil's independence and desire to learn.

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
Pupils are 'healthy confident individuals'	• Pupils have the necessary skills to learn. • Pupils feel confident in coming to school and accessing learning • Pupils access a range of activities not normally accessible to them.
Pupils are 'ambitious capable learners'	• Pupils make progress in their literacy and numeracy interventions. • Pupils close or reduce any gap they may have with their peers. • Where necessary pupils' wellbeing is supported and nurtured to ensure the pupil can engage with education.

Activity in this academic year

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

Staff will support eligible pupils with a range of regular literacy, numeracy and wellbeing interventions.

Senior staff will closely track eligible pupils to ensure appropriateness of intervention and progress made by the pupils.

Learning and Teaching

Budgeted cost: £34,060

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve standards of reading.	Focused reading sessions improving phonics knowledge, word sight knowledge and vocabulary. Staff will also develop fluency to increase behaviours for learning and engagement with the whole curriculum.
Staff to work with eligible pupils to improve standards of numeracy.	Focused numeracy sessions improving number knowledge, operation use and application of number to different situations increase behaviours for learning and engagement with numeracy.
Staff to work with eligible pupils to improve standards of wellbeing	Focused wellbeing activities to addresses emotional issues, improve attendance, behaviours for learning and engagement with the whole curriculum.

Community Schools

Budgeted cost: £0

Activity	Evidence that supports this approach
Not applicable	

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

Budgeted cost: £5,040

Activity	Evidence that supports this approach
Teachers to complete termly pupil learning reviews	Metacognition strategies allow pupils to identify previous learning strategies and how this will support and develop future learning.

Total budgeted cost: £39,100

Part B: Review of outcomes in the previous academic year

PDG outcomes

All eligible pupils engaged with a variety of interventions and most pupils made strong progress from their starting points a majority number showed a 'catch up' and closure of the gap to their peers. Wellbeing interventions was very well received by pupils and parents alike and the majority of pupils in this group had reduced emotional issues, strong attendance, higher levels of wellbeing and engagement with the curriculum. Pupil learning review were well received by pupils and pupil voice reports this provision is important to their learning and identifying next steps for their learning. *Full details are presented in Headteacher reports to the Governors.*

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
None	

Further information

School utilises the Raising the Attainment of Disadvantaged Youngsters (RADY) principles and sets aspirations targets for pupils at the start of each year. These targets are monitored, and interventions are utilised to ensure progress towards targets.

RADY principles are applied through corridor and class displays where eligible pupils work is displayed to raise self-esteem.

All teachers have purposefully engaged with professional learning focused to the pedagogy surrounding 'tackling all aspects of poverty' and how this can positively impact on learners in their classes.

School holds a number of events to engage and raise aspirations of eligible pupils in enterprise activities, the wider world of work and offers age-appropriate career advice.