

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG / EYPDG 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

Detail	Data
School name	St Alban's Catholic Primary School
Number of pupils in school	148
Proportion (%) of PDG eligible pupils	58%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
PDG Lead	HT
Governor Lead	C Walsh

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£101,200.00
EY PDG funding allocation this academic year	£13800.00
Total budget for this academic year	£115000.00

Part A: Strategy Plan

Statement of Intent

Schools are expected to make the best use of the pupil development grant funding to implement sustainable strategies that will quickly bring about changes for eligible learners whilst also impacting positively on the whole school community.

As a school we use the following three steps:

- To identify the target group of pupils, its characteristics and needs.
- To plan interventions which make the most effective use of resources
- To monitor and evaluate the impact of resources.

At St Alban's Catholic Primary School, we have a comprehensive plan, agree and monitor by the CSC, to promote progress and remove barriers to learning for students eligible for this funding. Targets on the School Improvement Plan 2025/26 linked to PDG funding are as follows:

- To develop effective use of Numeracy across the curriculum incorporating math manipulatives using the progressive Maths scheme
- To improve outdoor learning across progression step 1 and 2
- To improve pupil grammar / sentence structure
- To Improve Whole School Emotional Health and Wellbeing Through Policy Development, Staff Engagement, and Strategic Partnerships

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 learning and teaching programmes to support specific pupils' learning needs.	<ul style="list-style-type: none"> 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; Toe by Toe) All relevant staff provided with suitable CPD to meet needs of learners.
Provide highly effective intervention programmes to support specific pupils' wellbeing.	<ul style="list-style-type: none"> Staff and resource effective Thrive / 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. All relevant staff attend Thrive refresher training.
Improved wellbeing of whole school community.	<ul style="list-style-type: none"> Pupil : staff ratios sustained. All families offered support in managing finances, particularly on universal credit, healthy shopping on a budget. Liaison with Family learning agencies from local authority and CAVC. Programme to run in Spring term. Supplement funding of school visitors and trips therefore removing barriers to access to enhanced opportunities. Liaison with outside agencies such as 'Fairshare', Cardiff Food Bank, Direct Food Award and local supermarkets to provide support with rising living costs. Clothes bank support with local charity shop. Uniform Swap shop continued. Uniform provided for pupils who are unable to purchase. Family liaison/attendance officer offer improved with increased attendance. Pupils awareness of healthy living strategies (Healthy Eating, Physical Exercise – Wellbeing Wednesdays and Wellbeing Senedd Committee) improved. Resources at break and lunchtime improved in order to promote wellbeing and self-esteem.
Improved school attendance	<ul style="list-style-type: none"> At least 1% improvements in attendance. Provide vulnerable pupils with high quality support that raises attendance including mini bus collection, invitations to Breakfast Club. Internal award systems to impact on attendance. Regular SLT meetings with families requiring support. Regular visits by the attendance officer to support families
Enhanced impact of pupil voice	<ul style="list-style-type: none"> Pupil voice groups created and managed that assist with making meaningful change across the school. Pupil voice in all classes developed to improve provision and learning at a class level.
Improve teaching and learning	<ul style="list-style-type: none"> High-quality training for school staff provided, including refresher training for social and emotional support and Thrive update training.
Improve leadership capacity thus raising standards.	<ul style="list-style-type: none"> Provide non-contact leadership opportunities to monitor progress and to identify best practice Best practice shared between staff internally and externally using coaching triads. Strong professional links created within the school, community and other organisations.

Activity in this academic year

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

Activity also noted in above section.

We have planned to use our funding to support additional staffing at our school to further support identified groups of learners. This support is a mixture of in class, withdrawal groups and individual sessions. We also use the support to manage an extended nurture and wellbeing provision.

Staffing

- To provide staffing levels that ensure pupil progress.
- To deploy staffing teams effectively in order to meet the needs of target groups of pupils.

Interventions

- To plan interventions which make the most effective use of resources.

Effectiveness

- To monitor and evaluate the impact of these resources.
- Regular termly reviews with SLT and Governing body to address needs and next steps.

The allocation to staff also provides the school with opportunities to use other budget sources to support creative workshops, school trip funding support (to include residential experiences), support family engagement activities and provide additional learning resources to especially support nurture/wellbeing provision.

This support, we believe will assist readiness for learning, improve school attendance and promote a positive ethos to high quality learning and achievement.

Learning and Teaching

Activity	Evidence that supports this approach
<i>See detail in intended outcomes</i>	
<p>Effective staff deployment</p> <p>A range of effective intervention programmes focused on supporting literacy and numeracy including; <i>Sound discovery; Speech links; Language and Junior Language link.</i></p> <p>Thrive, Talkabout, 1:1 and group sessions, Nurture provision and associated training in partnership with the cluster to support pupils' wellbeing</p> <p>Enhanced support in class.</p> <p>Tracking and monitoring of pupil progress.</p> <p>Relevant CPD to ensure we focus on high aspirations and provision for learners.</p>	<p>School staffing structure</p> <p>Working timetables</p> <p>Assessment, recording and reporting records (Termly standards committee report including Teacher assessment updates; Intervention impact reports; Wellbeing assessments including readiness to return to the mainstream class profiles; Self-evaluation and CPD training logs).</p> <p>Termly evaluation of nurture programme Thrive.</p>

Total budgeted cost: £ £115000.00

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 - 26 academic year.

PDG funding has been strategically allocated to directly address identified barriers to learning for pupils eligible for the grant, with a strong focus on improving outcomes in literacy, numeracy, wellbeing and attendance, while also enhancing provision for the wider school community.

Robust systems are in place to ensure the effective planning, allocation and monitoring of PDG funding. The leadership team, in collaboration with the finance officer and governing body, regularly reviews the impact of funded actions to ensure resources are targeted effectively and remain responsive to pupils' evolving needs.

As a result of the actions set out within the 2025–26 PDG strategy, the impact of funding has included:

- Sustained and enhanced staffing capacity, improving pupil-to-staff ratios and enabling targeted in-class support, small-group interventions and individual provision linked to identified needs.
- Effective implementation of evidence-based intervention programmes to support literacy and numeracy development, including structured speech, language and reading interventions, ensuring pupils are supported to make expected and accelerated progress.
- Strengthened wellbeing support through the further development of Thrive, nurture provision and targeted social and emotional interventions, leading to improved readiness for learning and engagement within the classroom.
- Improved monitoring and evaluation of pupil progress and wellbeing, through consistent use of assessment, tracking and intervention review systems to identify need, measure impact and adapt provision accordingly.
- Extended opportunities for outdoor learning, particularly within progression steps 1 and 2, enhancing engagement, wellbeing and curriculum access.
- Increased access to enrichment opportunities, including educational visits, visitors and residential experiences, ensuring financial barriers do not limit pupil participation.
- Targeted support for pupils' attendance, including family liaison, breakfast club access and pastoral interventions, contributing to improved attendance and engagement for vulnerable learners.
- Enhanced lunchtime and break-time provision, through additional staffing and resources, promoting positive relationships, physical activity and pupil wellbeing.
- Improved leadership capacity, through protected non-contact time, enabling leaders to monitor provision, evaluate impact, share best practice and strengthen whole-school approaches to teaching, learning and wellbeing.
- Strengthened family engagement and wider support, including links with external agencies and community partners, helping families manage financial pressures and removing wider barriers to learning.

Overall, PDG funding has been used effectively to support sustainable improvement, ensuring disadvantaged pupils receive timely academic, emotional and pastoral support while contributing positively to the inclusive ethos and high expectations across the school.

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 – Outdoor Learning, Block Play, Numeracy Planning	CSC
Thrive	The Thrive Approach
Training via SLA online – various language, co-regulation, cued articulation, Catalyst Programme, Inclusion QM, Manipulation and Control, Family Thrive	LA
Seesaw	Seesaw Education
National Numeracy Programme	WG

Further information (optional)

--



