



## Abbey Primary School

### Pupil Development Grant (PDG) Strategy Statement

*This statement details our school's use of the PDG for the 2024 to 2025 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**

Number of pupils in school	416
Proportion (%) of PDG eligible pupils	16.6% as of January PLASC
Date this statement was published	5 <sup>th</sup> November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Head Teacher – Mr. Kevin Hodder & Finance Committee to the Governing Body
PDG Lead	Head Teacher – Mr. Kevin Hodder
Governor Lead	Chair of Governors - Cllr. Mike Harvey

#### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	£62,100
PDG Smoothing	£10,350
Early Years PDG	£23,000
Early Years PDG Smoothing	£3,529
<b>Total budget for this academic year</b>	<b>£98,979</b>

#### **Part A: Strategy Plan**

##### **Statement of Intent**

At Abbey Primary School, we are dedicated to fostering an inclusive environment that prioritises the holistic development of every pupil. The Pupil Development Grant will be instrumental in supporting our aims to enhance learning experiences and opportunities for all pupils, particularly those from disadvantaged backgrounds.

We will focus the spend on the following improvement priorities:

- To improve pupil attendance, particularly our eFSM pupils.
- To develop pupils' numeracy skills.
- To develop pupils' creative writing skills.
- To improve curriculum access for all learners.

## ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
To improve pupil attendance, particularly our eFSM pupils.	<p>The school will adopt and embed the new NPT Attendance Policy. This information will be shared with all stakeholders.</p> <p>The school will continue to strengthen the process for tackling poor attendance.</p> <p>Overall attendance will improve from 93% to 93.5%</p> <p>Attendance of eFSM pupils will increase to 91%.</p> <p>The percentage of persistent absentees (&lt;80%) will fall from 4% to 3%.</p> <p>Vulnerable learners will demonstrate more positive attitudes to school and learning.</p> <p>Many vulnerable learners will have improved attendance.</p> <p>Many vulnerable learners will demonstrate more positive attitudes to school and learning.</p>
To develop pupils' creative writing skills.	<p>Many pupils will develop effective writing skills. In particular, pupils will develop their ability to be narrators and creators, using literature to fire their imagination.</p> <p>Many pupils will be able to:</p> <ol style="list-style-type: none"> <li>talk to plan writing and write for different purposes and audiences.</li> <li>write at length using an increasingly imaginative, varied and precise vocabulary.</li> <li>use their imagination to create their own literature.</li> <li>use their knowledge of writing styles and the features of different literary genres to create their own work.</li> </ol> <p>For many pupils, the literary experiences offered will spark a learners' imagination and creativity and help to build a lifelong love of literature.</p>
To develop pupils' numeracy skills.	<p>Most pupils understand how to use numeracy skills in everyday life and how they add meaning to their learning, for example, via financial literacy and enterprise events.</p> <p>Nearly all practitioners develop and refine opportunities for pupils to use their numeracy skills in a range of scenarios, including enterprise events.</p> <p>Most pupils develop a depth of understanding through their ability to apply skills independently. Similarly, they address misconceptions and can explain 'why?'</p> <p>Nearly all practitioners facilitate opportunities for pupils to develop and apply their numeracy skills independently.</p>

<p>To improve curriculum access for all learners</p>	<p>All teachers will provide pupils with an inclusive classroom provision including materials and methods of delivery, which are differentiated. Teaching staff will create a curriculum accessible to all and set tasks to match the needs of pupils with ALN enabling effective progress.</p> <p>All pupils with ALN will be at the heart of learning through person centred planning as part of their holistic learning journey according to the four purposes of the curriculum - 'what's important to and for them' within their IDPs.</p> <p>All pupils with ALN will engage in first hand experiences and authentic learning contexts.</p> <p>Many pupils with ALN will achieve effective progress against their person-centred outcomes and IDP targets.</p> <p>Many pupils with ALN will achieve effective progress in their development in literacy and numeracy skills relevant to their starting point.</p> <p>Many pupils with ALN will access appropriate interventions and achieve strong progress in the development of their social and emotional skills relative to their starting point.</p> <p>Many pupils with ALN will achieve effective progress in their reading age assessment.</p>
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### Activity in this academic year

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

To support staffing costs in order to implement the learning and teaching activities listed below. The PDG grant is supplemented by the school budget in order to meet the full costs.

**Learning and Teaching – Activities include *professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.***

**Budgeted cost: £26,744**

Activity	Evidence that supports this approach
<p><b>To support pupils to improve literacy and numeracy skills</b></p> <p>Teaching assistants employed to deliver the following interventions and work closely with the ALNCo and class teachers.</p> <p>Deliver a range of literacy intervention programmes and catch-up maths.</p> <p>Assess and monitor pupil progress.</p> <p>Assess pupils' language and speech link, identifying areas of difficult and provide activities to address those areas.</p>	<p>Most pupils further closed the gap between RA and CA age from the same point last year.</p> <p>Personalised assessments show many pupils making progress in reading, procedural and reasoning assessments.</p>

Implement speech and language programmes, liaise with SALT and class teachers.	
Work on pupils' IDP targets and contribute to IDP reviews.	
Liaise with relevant support teams.	

**Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extracurricular activities, and an extended school day.***

**Budgeted cost: £ 37,080**

Activity	Evidence that supports this approach
The funding of a Family Engagement Officer who co-ordinates support for children and their families.	Wide range of workshops, advice and support provided.  Newsletters and website evidence the impact.  Questionnaires from staff.

#### **Wider strategies**

*Health and Well-being – Wellbeing interventions, whole school approach*

*Curriculum/qualifications – outdoor learning, residential*

*Leadership – professional learning on leading challenge*

*Raising Aspirations- working in partnership with other agencies*

**Budgeted cost: £35,155**

Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated staff to provide  ELSA x 2 Forest School Beach School Woodwork Relationship Based Play Talk About Time To Talk Smart Moves Sensory Circuits	The school has seen a significant increase in emotional literacy/wellbeing challenges with pupils.  School monitoring indicates that pupils become more emotionally resilient and are able to develop more effective relationships with others.  School pupil questionnaires and feedback indicates a love of Forest School and support in their learning.
To support integration of EYAC pupils into mainstream lessons.  Teaching Assistants will provide support to EYAC pupils to enable access to Foundation Learning Curriculum, for specific programmes, occupational therapy, speech and	Effective integration of EYAC pupils, where applicable.

language therapy, yoga, multi-sensory therapy. Support inclusion and give pupils the opportunity to develop social and language skills alongside their peers.	
Food and Fun (fully funded)	The school will take part in the Welsh Government's 'Food and Fun' Programme again this summer (2026) after excellent feedback and uptake last summer.

**Total budgeted cost:** £98,979

## **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 2024 to 2025 academic year.

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>
Nessy Learning, Reading and Spelling	£576
<b>Oxford University Press</b>	
Numicon	£146.50
Breaking Barriers	£5.50
ORT Floppy Phonics S & L online	£153.00
Reading Buddy	£900
Nelson Handwriting	£269
Speechlink	£554.20
<b>Total</b>	<b>£2780.95</b>

### **Further information (optional)**

Financial support, where applicable, for eFSM pupils to widen their learning experiences by accessing trips and residential courses.