

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 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	Garnteg Primary
Number of pupils in school	368
Proportion (%) of PDG eligible pupils	27.7%
Date this statement was published	1.09.2025
Date on which it will be reviewed	1.07.2025
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£117, 996
EYPDG	£35, 650
Total budget for this academic year	£153, 646

Part A: Strategy Plan for academic year 2025-2026

Statement of Intent

Using our allocated PDG funding for this academic year our objectives involve raising attainment of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are CLA and vulnerable learners. In particular we will focus on phonological awareness, comprehension, fluency and improved vocabulary, as well as higher order reading skills. Specifically trained staff will deliver interventions to support specific learners. Improved attendance will be promoted to reduce unauthorised absences with engagement with parents through workshops and with support of attendance officer.

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
Improve reading of basic skills in phonics to develop reading speed and deliver Chatterbox intervention to develop speech, language and communication of identified groups of learners.	Half termly Read, Write, Inc assessments show continued progress towards expected outcomes and improved reading speed. Increased use of vocabulary. eFSM children and those children who have poor language skills make good progress in line with peers as evidenced with Baseline on entry and exit.
Training and delivery of interventions that focuses on improving the attainment of groups of learners including FSM and low attendees in reading and maths. For identified pupils who have difficulty self-regulating their emotions to be able to access effective interventions and/or support to improve.	Reduce the difference between Non-FSM and FSM percentage to under 10% for Maths Procedural 85+ and 115+ and for 85+ for maths reasoning. Intervention data captures impact for identified individuals.
Improve attendance for identified groups of learners.	Close the gap between FSM and non-FSM pupil attendance data by at least 1.5 percentage points.
Develop comprehension skills of learners, including higher order reading skills in the classroom and through intervention. Improve basic skills in phonics throughout the school. For identified pupils who have difficulty self-regulating their emotions to be able to access effective interventions and/or support to improve.	Accelerated Reading used from Y3-Y6 to increase range of books accessible to pupils according to needs and skills which include inference and deduction skills.

Learning and Teaching

Budgeted cost: £80, 650

Activity	Evidence that supports this approach
Train 2 TAs working in Nursery and Reception to deliver weekly Chatterbox intervention sessions to Nursery pupils. Teaching Assistants to deliver daily Read, Write Inc interventions to develop phonics for all Nursery and Reception pupils.	Chatterbox Intervention tracker which monitors progress. Baseline results on entry and exit.
Train new staff to deliver weekly Numeracy and Literacy interventions from	Intervention trackers- increase of reading scores and personalised assessment results. Increased independent use of skills developed during these sessions in classroom activities.

Y1-Y6. Trained staff to deliver weekly Corrective Reading/ Tackling The Tail, Numeracy Catch up/ Number Recovery interventions and Numeracy Recovery to identified groups of learners in Y1-Y6.	
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Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted Cost: £25, 000

Activity	Evidence that supports this approach
Attendance officer and DHT to analyse attendance fortnightly of eFSM pupils and meet with parents to discuss when support is needed. A range of Health & Wellbeing, Literacy and Numeracy parent/carer workshops which encourage attendance and support for pupils and parents.	Pupils from families where we have strong family engagement has demonstrated improvement in pupil progress and wellbeing. Attendance registers - Increased attendance of sessions of workshops for parents& carers and pupils.

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

Budgeted cost: £47, 996

Activity	Evidence that supports this approach
Using Accelerated Reading, books will be coded so that all KS2 pupils have access to a wide range of reading materials across the curriculum appropriate to their level. Pupils will independently select books needed to support their work, including cross curricular skills.	Accelerated Reader is used in schools to foster a love of reading and improve literacy skills by encouraging independent reading and providing tailored feedback. Termly increase in reading reading results.

Total budgeted cost: £153, 646

Part B: Review of outcomes in the previous academic year (2024-2025)

PDG outcomes

PDG outcomes demonstrate that as a result of interventions, Y2-Y6 Personalised Assessments, 19.14% of pupils achieved a SS (Standardised Score) of 115+ in Reading (**increase of 6.6%**), 19.32% of pupils achieved SS 115+ in Maths Procedural (a slight decrease of 1.1%) and 19.56% in Maths Reasoning and 19.14% (**increase of 8.3%**). In 2024-25, all Y3-Y6 groups increased percentage of pupils achieving 115+ in Reading and Maths Reasoning and 3 out of 4 in Maths procedural compared with 2023-24.

There has been a focus on challenge for all learners in Maths and Science. Books and resources were bought to support topics. During INSET in September 24, staff analysed results for their year groups and discussed with colleagues how they would raise achievements of girls – this included positive approaches, ensuring equal time was spent with all groups of learners and raising profiles of famous female mathematicians and scientists. Y3-Y5 Maths Procedural results in November 24, demonstrated that there was a reduction of at least 17.1% between boys achieving 85+ and girls compared to 2023-24, with the target being at least 10%. In Y6, the difference is minimal (2.1% boys) and in Y2 there is a difference of 7.4% to girls. In all year groups percentage of FSM pupils achieving 85+ in Maths Procedural increased from previous year and in Years 3,5 and 6 FSM are outperforming non-FSM by at least 2.6%. During Pupil progress reviews staff discuss groups of learners including FSM and non-FSM and monitor progress closely.

65 Rec-Y6 pupils received Literacy or Numeracy intervention. 1/3 (33%) CLA pupils received intervention, and 22/111 (20%) FSM pupils received intervention. Autumn/Spring term intervention results for Reading and Numeracy demonstrate that in all year groups, Free School Meal (FSM) and Children Looked After (CLA) pupils made similar progress or better to non-FSM pupils in Reading and Numeracy interventions.