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	Garnteg Primary
Number of pupils in school	358
Proportion (%) of PDG eligible pupils	45%
Date this statement was published	1.09.2026
Date on which it will be reviewed	1.07.2027
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£128, 209
EYPDG	£34, 500
Total budget for this academic year	£162, 709

Part A: Strategy Plan for academic year 2026-2027

Statement of Intent

Garnteg Primary School is committed to ensuring that all pupils, particularly those eligible for FSM, eFSM and other vulnerable groups, have the opportunity to achieve their full potential by reducing barriers to learning and improving outcomes in literacy, numeracy, attendance and wellbeing. During 2026–2027, PDG funding will be used to strengthen teaching and targeted interventions in reading and mathematics through the continued development of Read Write Inc, Star Reader and numeracy support programmes; introduce and embed the Big Bocs Bwyd initiative to support families and reduce food poverty; expand opportunities for parental engagement through workshops and community activities; and further develop trauma-informed and wellbeing approaches to help pupils build resilience, self-regulation and confidence. Through close collaboration with families and external agencies, the school will also work to improve attendance, reduce persistent absenteeism and ensure all learners are supported to thrive academically, socially and emotionally.

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
1. To raise standards in LLC, Maths and Numeracy skills through securing resources including interventions for Reading and Maths in all classes to support eFSM learners.	Outcomes and learner evidence reflects a reduction in the number of eFSM reading below their chronological age by at least 15%. Increase percentage of eFSM achieving standardised score of 85+ in Y2 & Y3 Reading by at least 10 % and Numeracy Personalised Assessments. Also increase percentage of eFSM Y2-Y6 pupils achieving Reading and Maths Procedural standardised score of 115+ by at least 10 %.
2. Through the implementation of Big Bocs Bwyd, pupils will develop a good understanding of food literacy and confidence around how to grow, cook, and use food as a foundation for health through experiential learning.	Big Bocs Bwyd established in school and at least 15 families each week using project to support with rising costs. All children will become more confident and literate about the connections between food, nature, and the economy and will reduce the impact of poverty on pupils attainment and wellbeing. Improve the wellbeing of families who use project and support families with rising costs. Increase parental involvement and engagement, at least one parent and pupil workshop each half term developing food literacy skills and cross-curricular skills.
3. To strengthen procedures and systems to improve levels of attendance of pupils including eFSM, ensuring barriers to attendance are identified and addressed and through raising aspirations. Raise attendance from 91.96% to 93%.	Reduce the gap between FSM and Non-FSM learner attendance to below 5%. Reduce the number of persistent absenteeism with attendance below 90% by at least 5% from previous year. Engagement with families through discussion and support to ensure pupils are in school every day. Increased parental engagement – classes events / partnership work with school. Increased attendance and pupil wellbeing for identified learners.

Learning and Teaching

Budgeted cost: £34, 500

Activity	Evidence that supports this approach
1. Maths development of resources and skills to increase attainment of all learners, including TAs leading Numeracy interventions.	• Outcomes and learner evidence reflects a reduction in the number of eFSM pupils below 85+ in Numeracy Personalised Assessments. • EFSM have access to range of manipulatives to support learning. • Maths interventions to include identified eFSM learners.
1. To close the gap between eFSM and non-FSM reading ages throughout the school by further embedding the delivery of Read Write Inc (Nursery – Year 2) and further embed the use of Accelerated reader Star Reader (Year 3 – Year 6)	• Ongoing pupil progress meetings on a termly basis between class teachers and senior leaders with a focus on specific pupils for each class, including eFSM, to identify support needed. Class action plans and assessment trackers show progress over time. • Termly reports to parents show reading age of pupils and progress of each learner over time, linked to specific targets for reading. • Teaching assistants deliver reading interventions with specific groups of learners with progress analysed each term.

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: £40, 000

Activity	Evidence that supports this approach
1. The school will introduce **Big Bocs Bwyd (BBB)** initiative to support families, promote healthy lifestyles, and strengthen community.	• Big Bocs Bwyd enables families to have discreet access to essential food items in a respectful, non- judgemental way on a site in which they are familiar and feel comfortable. This in turn helps improve the wellbeing of the families and contribute to the reduction of food poverty. • Rich authentic real-life experiences and learning for pupils through enterprising skills and food literacy which link to Curriculum for Wales, Children's Rights, Healthy Schools and many more.
2. Increase parent and pupil workshops such as numeracy through cooking, gardening and wellbeing activities.	• Increased parental engagement. • Pupils develop understanding of healthy lifestyles and nutrition• Pupils apply literacy, numeracy and problem-solving skills in real-life context. • High participation of FSM and vulnerable pupils in practical learning experiences. • Learning is engaging, inclusive and authentic. • Pupil attendance and pupil wellbeing for identified learners will improve.

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

Budgeted cost: £88, 209

Activity	Evidence that supports this approach
1. Staff trained in wellbeing strategies to deliver wellbeing sessions including an extra-curricular TIS club based on TIS strategies and frameworks to foster resilience, emotional wellbeing, belonging and engagement. Pupils will be supported to develop self-regulation skills through consistent routines, clear expectations and positive reinforcement strategies.	• Pupils will show increased resilience and a better understanding of their emotions with staff observing improved coping skills. • Pupils will develop peer relationships, increased participation and a greater willingness to seek help from trusted adults. • Pupils will develop their communication skills and show increased co-operation and teamwork with more positive peer-interactions. • Staff can apply consistent behaviour strategies and support pupils in developing self-regulation skills. They can reflect on practice and adapt approaches to effectively meet pupils' behavioural needs.
2. To provide opportunities for pupils to work alongside parents to raise aspirations and develop their confidence, attendance and relationships through a variety of workshops.	• Feedback from parents demonstrating an increased awareness and involvement in their child's education and wellbeing. • Feedback and data illustrates a positive impact through improved outcomes for learners. • Pupil attendance and pupil wellbeing for identified learners will improve.

Total budgeted cost: £162, 709

Part B: Review of outcomes in the previous academic year (2025-2026)

PDG outcomes

Activity	Impact

Learning and Teaching Budgeted cost: £80, 650 A 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.	April 25- March 26 Half termly Read, Write Inc Assessments have been completed. Action plans for each year group (Rec-Y1) have been completed in March 26 to ensure all pupils make appropriate progress. This includes Read,Write Inc sessions twice daily. Spring term 26 results show that in Y1, there has been an increase of 12% of pupils achieving age equivalent from December 25 and Y2 there has been an increase of 13% achieving age equivalent from December 25. 3 Chatterbox intervention groups have taken place this year all pupils are more confident talking, taking turns and vocabulary has been extended.
B 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.	**April 25- March 26** 35 Rec-Y6 pupils have received maths Numeracy intervention and 41 received Reading intervention since September. 80.9% (17/21) FSM increased Reading ages (Rec&Y1) and Personalised Assessment score (Y2-Y6). 100% (7/ 7) FSM Rec&Y1 pupils increased maths initial scores and (11/12) Y2-Y6 increased Personalised Assessment scores. Non-FSM pupils are still outperforming FSM in Y2, Y3 and Y5 Maths Procedural 85+, for 115+percentage difference between Non- FSM and FSM in Y3,Y5 and Y6 is under 10%. Y4 difference has decreased. Most year groups have decreased the difference in Maths Reasoning 85+ between Non-FSM and FSM.
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 Improve attendance for identified groups of learners.	**April 25- March 26** Attendance for FSM pupils on 20/03/26 was 88.25% and overall attendance was 91.45%. In Spring term 26, 6 weekly art and wellbeing workshops took place with parents/carers and pupils together. 89% (8/9) pupils increased their attendance from beginning of workshops (16/01/26) to end (27/02/26). 5/6 FSM pupils increased percentage and 3/3 non-FSM.
Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations) Budgeted cost: £47, 996 Develop comprehension skills of learners, including higher	**April 25- March 26** Accelerated Reader has been implemented and carried out in all KS2 classes y 3-6. Assessments carried out in the Spring term show improvement in scores across the school. Access to accelerated reader at home has now been set up and explained to parents. One parent workshop has taken place based on Accelerated Reader.

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.	