# Baglan Primary School
# Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG 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.

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**School Overview**

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| Number of pupils in school | 269 |
| Proportion (%) of PDG eligible pupils | 20% |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Mrs N E Morgan Headteacher |
| PDG Lead | Mrs N E Morgan |
| Governor Lead | Mr L Rees |

**Funding Overview**

| Detail | Amount |
|---|---|
| PDG funding allocation this academic year | £54,050 |
| Early Years PDG | £7946 |
| **Total budget for this academic year** | £61996 |

**Part A: Strategy Plan**

At Baglan Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs, consequently, the four purposes of the Curriculum for Wales are the shared vision and aspiration for every child who attends Baglan Primary School.

We aim to develop our children to become:

- Ambitious, capable learners, ready to learn throughout their lives

- Enterprising, creative contributors, ready to play a full part in life and work

- Ethical, informed citizens, ready to take part in Wales and the world

- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

We acknowledge the importance of developing a caring and stimulating environment, where children's high self-esteem enables them to take risks in learning and to learn confidently through their mistakes. We teach children that getting 'stuck' is not a sign of failure, but it develops strategies for independence. We encourage children to ask questions and for them to learn how to solve challenges and problems.

We make it our business to strive for excellence, empowering children to be happy and responsive. Children are challenged within the delivery of an enriched, creative and linked curriculum. We are an inclusive school that develops independence, responsibility, kindness and good manners through a detailed health and well-being area of learning.

We are committed to ensuring that every member of our school receives the best education and is encouraged to reach their full potential from their individual starting point. As such, we believe the most effective way to make use of the PDG grant is to provide support to ensure that all pupils make progress towards the four purposes and ensure progress in literacy, numeracy and digital skills and the development of pupils' integral and thinking skills.

**Overarching School Improvement Targets:**

- To develop pupils' independence through active learning

- To improve older pupils' digital skills

- To support pupils in developing their literacy and numeracy skills

- To support pupils' well-being

- To ensure pupils with ALN make effective progress

- To improve pupil attendance

**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 |
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| **Curriculum:**<br><br>- To develop pupils' independence through active learning<br><br>Many pupils have begun to generate questions and ideas with the support of their teachers. While the pupils have made progress with these skills, leaders recognise the need for pupils to continue using and developing these skills in a wider variety of contexts and with less scaffolding so they can learn through, selected application, failure, review and development. | **Pupil focused success criteria**<br>- Many pupils will be developing the skills to be able to pursue independent learning.<br>- Many older pupils will understand the processes of learning; inquiry process, creative process and investigative process and will understand how this can support independent learning.<br>- Many pupils will effectively use different thinking routines to purposefully lead their learning in an increasing number of contexts.<br>- Many pupils will select their own resources and strategies to undertake challenges, solve problems and generate creative responses. |

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| A recent Estyn inspection also hi-lighted the need for the pupils to be more active in their learning, using and applying skills, processes, knowledge and understanding with increasing independence in a variety of contexts. Active learning is learner-centred and passive learning is teacher centred. Active learning requires students to think, discuss, challenge, and analyze information. Passive learning requires learners to absorb, assimilate, consider, and translate information | |
| **Curriculum:** <br> • Improve older pupils' digital skills <br> • To develop confident, safe, and creative users of digital technology who can use digital tools to enhance learning, problem-solving, and communication across the curriculum | **Pupil focused success criteria** <br> • Many pupils have suitable digital skills and use these to enhance their learning. <br> • Many pupils use their digital skills to solve problems, express themselves creatively, collaborate and address authentic world, community and personal issues. <br> • Many pupils can talk about the skills they are developing and why they matter/are important as they develop as a global thinker. <br> • Many pupils can talk about the ethical responsibility that comes with being a digital citizen. |
| **Curriculum: Small group support** <br> Overall Literacy Outcome <br> • Pupils will develop stronger reading, writing, and language skills so they can access age-appropriate curriculum tasks with increasing confidence and independence. <br> Overall Numeracy Outcome <br> • Pupils will develop confidence and accuracy in number, reasoning, and problem-solving so they can apply skills independently in classroom activities. | **Literacy:** <br> • Most pupils demonstrate improved reading accuracy and fluency and show a secure understanding of age-appropriate texts. <br> • Most pupils write clear, well-structured sentences using appropriate punctuation and an increasing range of vocabulary. <br> • Most pupils communicate effectively in group activities, speaking in full sentences and using subject-specific language with growing confidence. <br> **Numeracy:** <br> • Most pupils develop secure number skills, including recognising, ordering and understanding the value of numbers. <br> • Most pupils apply a range of strategies to carry out addition, subtraction, multiplication and division with increasing accuracy. <br> • Most pupils use their numeracy skills to solve problems and explain their reasoning with growing confidence. <br> • Most pupils demonstrate improved focus, resilience and positive engagement in group |

| | activities, enabling them to work more independently and respond effectively to feedback. |
|---|---|
| **ALN Reform:**<br><br>• To continue to ensure pupils with ALN make effective progress<br><br>In line with the school's vision for Curriculum for Wales, we need to continue to ensure that our curriculum is accessible to all, provision is highly inclusive and enables all our learners to progress successfully with their wellbeing and learning, relative to their starting point and stage of learning. We need to continue to embed the principles and practices of ALN reform and the ALN Code of Practice.<br><br>Reform firmly places ALN responsibility in each classroom with good teaching and learning for all pupils. As such, the school will focus on evolving teaching and developing inclusive provision in order to realise the four purposes. | • Pupils who receive inclusive learning provision will continue to have their plans and provision reviewed termly<br>• Most ALN learners will achieve effective progress in the development of their literacy/numeracy skills, relative to their starting point<br>• Most ALN learners will achieve effective progress against their person-centred outcomes and IDP/ assessment targets<br>• Most ALN learners will make progress in their reading age assessment<br>• Most pupils accessing appropriate interventions will achieve progress in the development of their social and emotional skills, relative to their starting point |
| **Well-being:**<br><br>• Pupils will develop improved emotional awareness, self-regulation and confidence, enabling them to manage feelings, build positive relationships and engage more effectively in learning. | • Most pupils develop greater awareness of their own emotions and can identify how they are feeling.<br>• Most pupils begin to use appropriate self-regulation strategies to manage their feelings with increasing independence.<br>• Most pupils build more positive relationships and engage more cooperatively with peers during group activities.<br>• Most pupils show improved confidence and resilience, enabling them to attempt new tasks and recognise their own achievements.<br>• Most pupils demonstrate increased engagement in learning, settling to tasks more quickly and sustaining concentration for longer periods. |

**Attendance:**

Baglan Primary School policies relating to our children have their basis in the United Nations Convention on the Rights of the Child (UNCRC). At Baglan Primary School we believe that good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved pupil progress which should in turn lead to further learning opportunities and better job prospects.

As well as this, we believe attending school helps to develop friendships, social skills, team values, ethical awareness and life skills. All of which are fundamental in developing ambitious, capable learners, enterprising, creative contributors, ethically informed citizens and healthy and confident individuals.

- Baglan Primary School will continue to strengthen the process for tackling attendance
- The gap between Welsh Government expectation for overall attendance and the school to be reduced
- Overall attendance will improve by 1% from 92.4% - 93.4%
- Attendance of eFSM pupils will increase to 90%

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

- Provide access to extra in-class support for eFSM pupils.
- Provide intervention and support programmes to improve FSM pupils' outcomes in Literacy and Numeracy i.e. Read Write Inc, Rapid Reading, MIST; Middle Infant Screening Test, Esteem, POPAT, Speech and Language link programmes to support the development of speaking and listening skills in the Foundation Phase and Key Stage 2.
- Continue to support the use of digital technology to raise engagement levels and improve literacy and numeracy skills of eFSM pupils.
- Provide intervention and programmes to support the well-being of pupils who are eligible for FSMs i.e. Relationship Based Play and ELSA.
- To extend targeted, high-quality training for school staff focussing on supporting children with learning and emotional difficulties.
- Provide access to high-quality resources, helping pupils develop confidence and independence in leading their own learning.
- Track and monitor the performance of FSM pupils to ensure they are performing to their potential – MAT, Basic Skills group and ALN. (PDG to cover cost of supply cover to release staff and cost of pupil tracking system.)
- Monitor attendance and punctuality. Use 'Schoop' communication service and designated clerk time to develop and embed effective follow up procedures to all FSM absences by means of liaison with school's EWO, other outside agencies and parents.
- Develop leadership capacity by providing designated time for the ALN coordinators to support staff with strategies for tackling underachievement and monitoring progress of FSM pupils. (PDG to cover supply costs.)

**Learning and Teaching**

| Activity | Evidence that supports this approach |
|---|---|
| **Professional Learning**<br><br>To provide training and support for staff in developing pupils' literacy and numeracy skills and independent skills within the classroom in order to close the gap in attainment/ progress. | As a school, we are committed to providing high-quality teaching and learning to support all pupils' progress from their individual starting points. By investing in professional learning—including staff-led research, high-quality training, sharing good practice, and networking—teachers continually enhance their skills, apply evidence-based strategies, and improve pupil outcomes. This approach helps close attainment gaps between FSM and non-FSM pupils while benefiting all learners, ensuring sustained progress and high standards across the school.<br><br>*"High-quality professional development is one of the most effective levers for improving outcomes."* — Written evidence, Education Endowment Foundation |
| **Small Group Support**<br><br>To provide intervention support for literacy, numeracy skills across all AoLEs e.g. Speech and language link programmes, POPAT, Read Write Inc., Rapid Reading, Small group literacy and numeracy support within class<br><br>(Read Write Inc./ Giglets/ Rapid Reading resources and annual subscription)<br><br>To provide intervention support for the well-being of pupils e.g. Relationship Based Play and ELSA activities. | Literacy and numeracy is a mandatory part of the Curriculum for Wales.  As a school, we recognise that lacking vital literacy and numeracy skills holds a person back at every stage of their life be it whilst studying at school, accessing the job market or supporting children as parents.<br><br>Education Endowment Foundation state:<br><br>"1. Small group tuition has an average impact of four months' additional progress over the course of a year.<br><br>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.<br><br>3. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy"<br><br>EEF research shows that social and emotional learning (SEL) interventions, including small-group, relationship-based activities like ELSA, can improve pupils' academic progress by around three to four months on average. Embedding SEL into everyday school routines, using structured, staff-led sessions, and providing trained adult support enhances behaviour, well-being, peer relationships, and learning outcomes, making such interventions particularly effective for supporting pupils' overall development |
| **Use of digital technologies**<br><br>To provide training and support for staff in developing pupils' ICT skills within the classroom in | According to the EEF, digital technology can significantly improve pupil outcomes, but only when it's used thoughtfully — not just because schools have devices. Effective use involves pedagogy-driven technology, targeted training for teachers, and careful selection of tools. If implemented well, EdTech can boost learning, but there's a |

| order to close the gap in attainment/ progress. | risk it could widen inequalities if disadvantaged pupils don't get the right support. |
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**Community Schools**

| Activity | Evidence that supports this approach |
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| The school will continue to forge links with parents.  It will endeavour to further develop strong engagement with vulnerable families and signpost to external services.<br><br>**Family engagement:**<br><br>Parental workshop, parental reading sessions, sharing of the pupils' work, intergenerational work, School newsletter, twitter, Schoop, Armed forced families school &  workshops<br><br>**Community engagement:**<br><br>Welsh community events (Welsh Heritage), Play group, Café Cynefin,<br><br>**Multi agency engagement:**<br><br>CAMHS transition workshops, Tiny Talkers NPT, Children's Services | The school recognises the importance of collaborating with parents to ensure that we maximise the education and well-being opportunities that are available from within the community.<br><br>Findings by the EEF suggest the following:<br><br>**Parental engagement**<br>Moderate impact for very low cost based on extensive evidence<br><br>Key findings:<br><br>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br><br>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.<br><br>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.<br><br>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. |

**Wider strategies**

| Activity | Evidence that supports this approach |
|---|---|
| To support pupil well-being and self-esteem through the delivery of intervention programmes e.g. Relationship Based Play activities/ Well-being check ins/ In house bereavement support/ Cooperative learning activities/ Forest Schools & outdoor learning activities/ Premier League Stars: focus on well-being/ Armed Forces Families/ Social action activities | As a school, we recognise that tackling pupils' social and emotional learning is central to what we do within the school, if we want pupils to fully engage in their education. The EEF highlight that tackling self-esteem and well-being has a big impact on the attainment and progress of pupils and we, as a school, recognise that pupils' eligible for PDG funding, very often bring with them issues around well-being and self-esteem. Our spending in this area is to tackle pupils' well-being and self-esteem, ensuring that pupils are happy and engaged in school so that learning can take place and, as a result, an impact had on standards of attainment and progress. This area includes development such as health and fitness, well-being and self-esteem and healthy relationships. |
| To further develop pupils' understanding of their cynefin e.g. Pupil participation in Jamboree, Urdd activities, cynefin website | Cynefin is a Welsh term defined in the CfW as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable' – and it is important because it encourages schools to personalise the curriculum for their pupils so that they can find meaningful connections within their learning. |

**Externally provided programmes**

| Programme | Provider |
|---|---|
| Premier League Stars – health and fitness/ well-being initiatives | Swansea FC Community Trust |
| Read Write Inc. Training/ resources | Oxford University Trust |
| Online literacy development for schools | Giglets |
| Online parental communication tool | Schoop |
| Speech Link/ Language Link | |