

Pupil Development Grant School Statement: 2025-2026



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Pupil Development Grant School 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.

School Overview

Detail	Data
School name	Blaendulais Primary School
Number of learners in school	92 inc part time
Proportion (%) of PDG eligible learners	62%
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Rachel Dawson (Headteacher)
PDG Lead	Rachel Dawson (Headteacher)
Governor Lead	Ms. T. James

Funding Overview

Detail	Amount
PDG funding allocation this academic year inc Early Years	<u>£63,773</u>

Part A: Strategy Plan

Statement of intent

At Blaendulais Primary we use the Pupil Development Grant to narrow the gap in both attainment and achievement for this targeted group. We will achieve this by ensuring Blaendulais Primary is a safe, happy and inspiring environment giving our pupils the best possible experiences, both in and out of school. Our children will receive a broad and balanced curriculum which will engage and create inquisitive learners who are critical thinkers. We will endeavour to allow our learners to develop at their own pace creatively, academically and socially. Building relationships with parents, carers and the local area to develop Blaendulais Primary as a hub of the community will be at the heart of our school ethos. We will ensure all members of the Blaendulais Primary Community are part of a supportive environment, expecting high standards of pupils, staff, parents and governors at Blaendulais Primary School. Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase pupil wellbeing and ensure experiences inside and outside the classroom are fully inclusive.

At Blaendulais we fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge, understanding and skill. We will track progress on a pupil-by-pupil basis and aim to ensure that high quality teaching is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and wellbeing that social context and poverty can lead to.

- We want all pupils to make progress irrespective of their background or financial need.
- We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities.
- We want all pupils to have equal opportunities and equity of provision so they are not discriminated against.
- We want to ensure we are inclusive of the needs of all pupils and their wider families.

All children have access to high quality teaching and learning at Blaendulais Primary School, we are committed to embedding the UNCCR throughout our policies, practices and provisions.

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
To improve pupils' literacy skills, in particular writing	Effective Skill Transfer: Many pupils successfully apply Read Write Inc (RWI) skills across the curriculum. Strong Teacher Modelling: Teachers frequently model the writing process well, demonstrating vocabulary choice, sentence structure, and organization. High Presentation Standards: Teachers maintain high expectations for the quality of pupils' written presentation. Consistent Marking Practices: The school's marking policy and codes are applied consistently across classes. Improved Resource Use: There has been a significant reduction in the use of worksheets, promoting more meaningful learning. Clear Writing Processes: Structured writing processes are in place and positively impact pupil progress. Confidence in Writing: Pupils regularly build on and apply their writing skills, developing confidence. Creative Opportunities in EYS: Pupils in Early Years settings engage in emergent and creative writing across the curriculum. Error Identification: Most teachers effectively identify and address misconceptions and basic errors.

To improve pupil attendance	Parental Engagement: Parents and carers are well-informed about attendance expectations through letters and consultations in the Autumn and Spring terms. Robust Monitoring: Regular meetings with the Headteacher and Education Welfare Officer (EWO) ensure close tracking of attendance, especially for vulnerable pupils. Targeted Support: Vulnerable families receive support from the Family Engagement Officer, with coordinated efforts alongside the EWO. Governance Involvement: The attendance link governor is actively engaged in understanding processes and identifying concerns. Data-Driven Approach: SIMS registers are closely monitored, with notes and times used to identify patterns of absenteeism. Policy Adherence: The school follows local authority procedures, including staged letters and referrals to the EWO. Positive Reinforcement: Improved attendance is celebrated in weekly assemblies, with class progress tracked over two-week periods. Pupil Leadership: The School Council's 'Attendance Team' promotes attendance through peer communication and visual displays. Staff Awareness: Staff are informed about pupils open to EWO and ensure accurate coding of attendance data. Proactive Communication: A two-step response system (text and phone call) is in place for unexplained absences. Challenging Poor Attendance: Unauthorised absences, including term-time holidays and late arrivals, are addressed in line with policy. Impact on Outcomes: Overall attendance and progress for vulnerable learners are improving, with a reduction in persistent absentees.
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To develop effective teaching and learning that supports independence, active learning, engagement and progress	Effective Learning Environments: Many teachers create classrooms that promote independence, choice, and are informed by observations and assessments. Engaging and Meaningful Planning: Learning experiences are well-planned, engaging, and support strong pupil progress. Inclusive Practice: Pupils are fully integrated into classroom activities, including those in the Learning Support Class (LSC), promoting inclusion and social development. Responsive Teaching: Teachers and support staff effectively use ‘in the moment’ questioning and sentence stems to extend learning and model language. Clear Structure and Routines: Classrooms are well-organized with consistent routines that support learning. Personalised Approaches: Teaching is tailored to meet individual pupil needs, with assessment used to inform planning and support. Focus on Progress and Independence: Teachers foster independent learning and ensure activities build on prior knowledge or extend skills. Addressing Misconceptions: Teachers deepen understanding by identifying and addressing misconceptions during tasks. Effective Feedback: Verbal feedback is used well to guide progress and set next steps. Support Staff Impact: Teaching assistants contribute meaningfully to pupil progress through questioning and timely feedback. Enriched Environments: Both indoor and outdoor learning spaces enhance pupil engagement and progress.
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To develop positive relationships	Skilled Staff: Many teachers demonstrate a strong understanding of behaviour management and use effective strategies. Improved Pupil Behaviour: There is a noticeable reduction in challenging behaviours, with many pupils independently using strategies to self-regulate. Positive Learning Environments: In many classes, behaviour does not disrupt teaching and learning. Consistent Systems: Behaviour systems are used effectively and consistently by many staff members. Parental Support: Parents and carers support the school's positive approach to behaviour and relationships. Clear Policy Framework: The relationships policy and systems promote the development of positive relationships. Shared Understanding: Teachers, teaching assistants, and pupils have a clear understanding of how to foster and maintain positive behaviours. Effective Interventions: Targeted interventions have successfully improved relationships and reduced conflict.
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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Learning and teaching

Activity	Evidence that supports this approach
To close the gap of eFSM pupils to their peers in Reading: • Tracking of pupil progress, including eFSM RWI • RWI Subscription and training • RWI Staff development days • Early Years Support to develop RWI	The Read Write Inc. (RWI) Phonics programme provides a highly structured, systematic approach to teaching early reading and writing skills, which is particularly effective for pupils eligible for Free School Meals (FSM) who may be working below age-related expectations. It supports these learners in the following ways: Targeted Grouping: Pupils are assessed and grouped according to their current phonics knowledge, ensuring they receive teaching at the right level and pace to meet their individual needs. Daily, Consistent Practice: Regular, focused sessions provide routine and repetition, which are essential for embedding phonics knowledge and supporting pupils who may need additional time to secure foundational skills. Multisensory Learning: RWI uses visual, auditory, and kinaesthetic strategies to engage all learners, helping FSM pupils access learning in ways that suit their individual learning styles. Language-Rich Environment: The programme places a strong emphasis on vocabulary development, speaking, and listening—key areas that can be underdeveloped in disadvantaged pupils. Immediate Feedback and Praise: Teachers and teaching assistants provide instant, positive feedback, which builds confidence and encourages resilience in learners who may struggle with self-esteem or motivation.

	Integrated Reading and Writing: RWI links phonics to reading comprehension and writing, helping pupils apply their skills across the curriculum and make accelerated progress. Parental Engagement: The programme includes resources and guidance to support parents in helping their children at home, fostering a consistent approach to literacy development. Improved Behaviour and Engagement: The structured, success-focused nature of RWI helps reduce frustration and disengagement, leading to improved behaviour and a more positive attitude towards learning. By providing a clear, supportive framework tailored to individual starting points, RWI helps close the attainment gap for FSM pupils, enabling them to become confident, fluent readers and writers.
• Speech Link • Infant Language Link • Junior Language Link	Interventions to support the development of language
To close the gap of eFSM pupils to their peers in Mathematics: • CVA Approach	White Rose Maths provides a structured, mastery-based approach that is particularly effective in supporting disadvantaged pupils, including those eligible for Free School Meals (FSM), who may be working below their age-related expectations. It supports these learners in the following ways: Small Steps and Clear Progression: The curriculum is broken down into manageable, sequential steps, allowing pupils to build confidence and secure understanding before moving on. This is especially beneficial for pupils who need more time to grasp key concepts. Concrete–Pictorial–Abstract (CPA) Approach: White Rose encourages the use of manipulatives and visual representations before moving to abstract methods. This

	supports pupils with gaps in understanding and helps make mathematical concepts more accessible. Consistent Structure and Language: The consistent use of mathematical language and lesson structure helps reduce cognitive load, making it easier for FSM pupils to follow and engage with learning. Opportunities for Overlearning and Retrieval: Regular practice and revisiting of key concepts help reinforce learning and close gaps, which is crucial for pupils who may have missed learning due to barriers such as attendance or external challenges. Differentiation and Scaffolding: Teachers can use the White Rose resources flexibly to provide targeted support, including pre-teaching, guided practice, and scaffolded tasks tailored to individual needs. Assessment for Learning: The programme includes regular formative assessment opportunities, enabling teachers to identify misconceptions early and adapt teaching accordingly. Supports Behaviour and Engagement: The clear routines, visual aids, and achievable steps help reduce frustration and increase motivation, which can positively impact behaviour and classroom engagement. By using White Rose Maths alongside Individual Development Plans (IDPs), teachers can align specific strategies and interventions to each pupil's needs, ensuring that FSM pupils receive the support necessary to make sustained progress in mathematics.
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Community Focused Schools

Activity	Evidence that supports this approach
In Blaendulais Primary we are committed to developing as a Community Focused school. To the end we are part of an LA funded pilot that enables us to building strong partnerships with our families and respond to the needs of the community through the focused deployment of a part-time family engagement worker. We also collaborate with other community partners by participating in the Dulais Valley Community of Practice.	The Welsh Government PDG Guidance (May 2023) highlights the Community Focused Schools approach, along with high quality teaching & learning, as the two biggest determining factors in schools reducing the impact of poverty on pupils from low-income households.

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

Activity	Evidence that supports this approach
To impact positively on the wellbeing of eFSM pupils: • ALNCOs released to ensure needs met for all pupils • TA to deliver interventions linked with IDPs and collaborate with ALNCOs	Release of ALNCo to support EfSM pupils and IDPs ALNCo release time plays a crucial role in ensuring that pupils in receipt of Pupil Development Grant (PDG) funding receive targeted, high-quality support tailored to their individual needs. This dedicated time allows the ALNCo to: Coordinate and Monitor Individual Development Plans (IDPs): The ALNCo ensures that IDPs are robust, regularly reviewed, and reflect the specific needs of each pupil. This includes setting clear, measurable targets related to behaviour, emotional regulation, and academic progress. Support Behavioural Interventions: By working closely with class teachers, teaching assistants, and external agencies, the ALNCo helps implement and monitor behaviour

	support plans. This ensures that pupils with social, emotional, or behavioural needs receive consistent, proactive support that reduces incidents and promotes positive engagement. Enhance Teacher Practice: The ALNCo provides guidance and coaching to teachers on effective differentiation strategies, inclusive classroom practices, and the use of evidence-based interventions. This empowers teachers to adapt their approaches to meet the diverse needs of PDG pupils, improving access to learning and outcomes. Facilitate Multi-Agency Collaboration: Release time enables the ALNCo to liaise with external professionals (e.g., Educational Psychologists, Behaviour Support Teams) and families, ensuring a joined-up approach to supporting pupils. Track and Evaluate Impact: The ALNCo uses data to monitor the progress of PDG pupils, particularly in relation to behaviour and engagement, and adjusts support accordingly to maximise impact. Through these actions, ALNCo release time directly contributes to improved behaviour, increased pupil engagement, and more effective teaching and learning for pupils in receipt of PDG funding.
• Nurture Provision	Staff working with children through a targeted approach to support their emotional, social and mental well-being with a particular focus on self esteem, belonging and developing positive relationships with peers The Nurture Approach supports pupils in primary schools by creating a safe, structured, and supportive environment that prioritizes emotional well-being and social development. It is particularly beneficial for children who may have experienced early adversity or struggle with aspects of school life. Through small group settings and consistent routines, the approach helps pupils build secure relationships, develop self-confidence, and acquire the social and emotional skills needed for learning. By addressing barriers to learning early, the Nurture Approach enables pupils to re-engage with education and thrive both academically and personally.

• Thrive	The Thrive Approach supports pupils in primary schools by promoting emotional well-being and positive mental health, which are essential for effective learning. It helps staff to understand the underlying reasons behind children's behaviour and provides practical strategies to support their emotional and social development. By using Thrive assessments and action plans, teachers can tailor support to individual needs, helping pupils to build resilience, develop self-regulation skills, and form positive relationships. This nurturing approach creates a safe and supportive learning environment where all children can thrive both emotionally and academically.
• ELSA	The ELSA approach supports pupils in primary schools by providing targeted emotional and social support through trained staff. ELSAs work with children to help them understand and manage their emotions, build resilience, and develop key social skills. This support is particularly valuable for pupils experiencing anxiety, low self-esteem, or difficulties with friendships and behaviour. By creating a safe and trusting environment, ELSAs help pupils reflect on their feelings and develop positive coping strategies. As a result, pupils are better equipped to manage their behaviour, engage in learning, and build healthy relationships both in and out of the classroom. Impact of a Specialist TA Leading the ELSA and Nurture Approaches A specialist Teaching Assistant (TA) leading both the ELSA and Nurture approaches plays a vital role in supporting pupils' emotional, social, and behavioural development. Through structured, targeted interventions, the TA creates a safe and nurturing environment where pupils feel valued, understood, and supported. The ELSA approach enables pupils to explore and manage their emotions, develop resilience, and build positive relationships. Pupils learn strategies to cope with anxiety, low self-esteem, and social challenges, which in turn reduces incidents of disruptive behaviour and improves focus and engagement in the classroom. The Nurture approach complements this by providing a consistent, relationship-based setting that supports children who may struggle with transitions, attachment, or

	emotional regulation. Pupils benefit from predictable routines, emotional coaching, and opportunities to develop trust and confidence in a smaller, supportive group. Together, these approaches lead to: • Improved emotional literacy and self-regulation • Reduced behavioural incidents • Increased readiness to learn • Stronger peer and adult relationships • Greater inclusion and participation in whole-class learning The specialist TA also acts as a key link between pupils, staff, and families, ensuring a joined-up approach to support. Their expertise enhances the whole-school ethos of care, inclusion, and emotional well-being, contributing to a positive and nurturing school environment where all pupils can thrive.
• Supporting More Able and Talented pupils	Pupil who has been selected to represent Neath Schools Rugby in rugby – Support for buying kit.

£63,773

Part B: Review of outcomes in the previous academic year

Please note, I became Headteacher of Blaendulais Primary school in September 2025, I am not in a position to evaluate the impact of last years Pupil Development Grant.

PDG outcomes

This details the impact that our PDG activity had on pupils in the previous academic year.

Activity	Impact
To improve pupils' literacy skills, in particular writing	Self-evaluation has identified the need to further develop standards of writing.
To improve pupil attendance	Self-evaluation has identified the need to further support attendance.
To develop effective teaching and learning that supports independence, active learning, engagement and progress	Self-evaluation has identified the need to further develop teaching and learning by creating environments that support independence, active learning, engagement and progress.
To develop positive relationships	Self-evaluation has identified the need to further develop relationships.

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
Education Support / Teacher Development Officers	NPT
Talk for Writing– Developing writing	T4W Consultancy
Cath Delve - Developing learning environments and provision	Cath Delve Consultancy

