

Awel y Môr 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.

School Overview

Number of pupils in school	332
Proportion (%) of PDG eligible pupils	50%
Date this statement was published	01/09/25
Date on which it will be reviewed	20/07/26
Statement authorised by	Headteacher
PDG Lead	Sam Greasley – Head Teacher
Governor Lead	Philip O'Leary

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 196,650 - PDG
	£ 63,250 – EY PDG
Total budget for this academic year	£259,900

Part A: Strategy Plan

Statement of Intent

In the future, our pupils will have more choices and opportunities to be the best they can be.

Research has found that poverty affects a child's development and educational outcomes beginning in the earliest years of life, both directly and indirectly. School readiness, or the child's ability to use and profit from school, has been recognised as playing a unique role in escape from poverty. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

As a school with over half of our pupils eligible for free school meals and many others living in poverty it is essential that we provide a poverty proof school experience. Through our work with the Child Action Poverty Group (CPAG) and their project Cost of the School Day we have set in place systems and structures that ensure our pupil's experience of school is not affected by poverty.

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 develop the curriculum for Nursery and Reception settings	Staff will: <ul style="list-style-type: none">• Confidently provide activities that promote awe and wonder in the pupils.• Provide an environment that responds to the pupils' individual needs.• Staff model a joyful approach to learning, and support and encourage children's natural curiosity.• Use effective methods of assessment that allow them to measure progress in the five areas of belonging, communication, exploration, physical development and well-being.
To ensure all teachers use consistent mathematical language and modelling strategies across year groups to support pupil understanding and progress in maths.	<ul style="list-style-type: none">• All staff use agreed mathematical terminology consistently across year groups and phases.• Teachers apply common modelling approaches (e.g. CPA – Concrete, Pictorial, Abstract) in line with school policy.• Planning documents and classroom displays reflect consistent language and strategies.• Pupils can explain their thinking using correct mathematical vocabulary and show understanding across different representations.

	<ul style="list-style-type: none"> • Book looks, lesson observations, and pupil voice show consistency in language and modelling across classes.
To embed memory-enhancing strategies—such as retrieval practice, spaced repetition, and dual coding—into daily teaching across all year groups to improve pupils' ability to retain and recall key knowledge over time.	<p>To improve pupils' ability to retain and recall key knowledge over time, we will know we are successful when:</p> <ul style="list-style-type: none"> • Retrieval Practice is used regularly in lessons (e.g. low-stakes quizzes, 'Do Now' tasks, knowledge checks). • Spaced Repetition is evident in planning and teaching, with key concepts revisited over time. • Dual Coding strategies (e.g. combining visuals with text or spoken explanations) are used to support understanding and memory. • Consistency Across Year Groups: Strategies are embedded in daily routines and used consistently by all staff. • Pupil Outcomes: Pupils show improved recall and confidence in applying knowledge over time, as seen in assessments and pupil voice.
To increase the % of pupils in Year 2-6 reading at or above their chronological age by implementing whole school strategies.	<p>To raise reading attainment through whole-school strategies, we will know we are successful when:</p> <ul style="list-style-type: none"> • Assessment Data shows an increase in the percentage of pupils reading at or above their chronological age across Years 2–6. • Targeted Interventions are in place and regularly reviewed for pupils below age-related expectations. • Whole-School Strategies (e.g. daily reading, guided reading, vocabulary focus) are consistently implemented across all year groups. • Pupil Engagement in reading improves, as seen through pupil voice, reading logs, and classroom observations. • Parental Involvement is strengthened through workshops, reading at home initiatives, or communication about progress.
Pupils in Year 2-6 will regularly track their progress in the Integral skills using a pupil friendly framework aligned with the Welsh Curriculum.	<p>To ensure pupils regularly track their progress using a pupil-friendly framework aligned with the Welsh Curriculum, we will know we are successful when:</p> <ul style="list-style-type: none"> • Pupil Frameworks are in place and accessible in all classes from Year 2 to Year 6. • Regular Use: Pupils update their progress at agreed points (e.g. weekly, half-termly) with teacher guidance. • Pupil Understanding: Pupils can explain what the Integral skills are and how they are developing them.

	<ul style="list-style-type: none"> • Consistency Across Year Groups: All staff use the same framework and approach to support pupil tracking. • Evidence of Progress: Pupil tracking records show development over time and are used to inform teaching and learning.
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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.

Learning and Teaching –

Budgeted cost: £ 51,500

Activity	Evidence that supports this approach
Whole staff training on the delivery of Letters and Sounds, Phonic Rocket and spelling strategies.	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Research strongly indicates a link between phonics, reading, writing and spelling. To make effective progress in one it is necessary to develop understanding in all areas.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF)</p>
Guided reading resources	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of content. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>
<p>Performance development of staff.</p> <p>Performance development this year will continue to be driven by individual staff members and where they would like to improve their practice.</p> <p>Staff will be given 3 days to attend courses, visit other establishments and a small budget to purchase resources.</p>	<p>Conducting research within the classroom is very valuable to the development of teaching and learning.</p> <p>Action research enables teachers to reflect on what they would like to change, explore what others are doing in that field and experiment with practice in a controlled fashion.</p>

<p>Senior leaders will meet with staff throughout the year to monitor progress and impact. Staff will then present to other staff members and members of the governing body on their research, with potential opportunity to develop projects further in the school development plan the following year.</p> <p>Training, visits to outstanding providers and resources to support staff development.</p>	
<p>Purchase new classroom furniture for the Nursery class.</p>	<p>Research highlights that the learning environment in Nursery and Reception plays a vital role in supporting children's cognitive, emotional, and social development. A calm, well-structured, and nurturing space helps reduce anxiety, supports brain development, and encourages positive behaviour. Environments that are thoughtfully designed—using natural light, soft colours, and accessible resources—promote independence, focus, and emotional wellbeing. These early experiences lay the foundation for lifelong learning, resilience, and positive attitudes towards school. Therefore, creating a high-quality learning environment is essential for ensuring all children feel safe, engaged, and ready to learn.</p> <p>-</p>

Community Schools –

Budgeted cost: £121,468

Activity	Evidence that supports this approach
<p>Ensuring that the school building is accessible to the public out of school hours.</p> <p>Enabling members of the community to engage in group activities that battle loneliness and create a sense of community.</p> <p>Establish a group of schools and community representatives that aim to produce a catalogue of support and social groups available in the Sandfields area.</p>	<p>Our disconnection from people and place diminishes our quality of life. Isolation and loneliness that comes with it lead to illness of the mind and body. In an interactive community, where people know enough about one another to notice and care, those maladies would arise less often and be treated sooner when they do.</p> <p>World Health Organistaion</p> <p>The home environment can directly impact children's ability to control or direct their attention, thoughts, emotions and actions in childhood, UCL Institute of Education (IOE) research reveals.</p>
<p>Funding of a Family Engagement Office and projects to increase parent engagement.</p>	<p>The average impact of the Parental Engagement approaches is about an additional four months progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF).</p>

<p>The school will be continuing to strengthen Parental Engagement with its Routine for 15 programme.</p> <p>The school will also be supporting parents who are at the involvement stage of the parental engagement scale with activities alongside their children and each other.</p> <p>There will also be a programme of more specialised intervention for identified families.</p>	
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Wider strategies

Budgeted cost: £ 86,932

Activity	Evidence that supports this approach
School based counsellor – 2 days of provision	<p>Schools play an increasingly important role in supporting young peoples' mental health, and there is growing evidence in the effectiveness of school-based mental health provision.</p> <p>Findings demonstrate that a one-to-one counselling intervention delivered to children in UK primary schools leads to improvements in children's mental health above and beyond that observed in a matched comparator group of children. These improvements in mental health were maintained over a 2 year follow-up period.</p>
Nurture – Funding for two highly trained members of staff to deliver nurture programs across the school and resources to support pupils.	The average impact of successful social and emotional learning is an additional 4 months progress over the course of a year. Improvements appear greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff (EEF).
Financial support for pupils to widen their learning experiences by accessing trips and residential courses.	<p>The greatest difference between pupils living in poverty and those who don't is the range of experiences they are provided with.</p> <p>Visits to landmarks, art events, areas of historical importance and areas of outstanding beauty can inspire, educate and engage pupils. It also provides pupils with experiences they can relate to, talk about and write about.</p>

Total budgeted cost: £259,900

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.

During the academic year 2024/2025, the role of our Family Engagement Officer was pivotal in supporting families to develop positive home learning environments. A range of well-attended events successfully increased both parental involvement and engagement. In addition to supporting our own school community, the Family Engagement Officer also played a key role in advising and supporting other schools in strengthening their family engagement strategies.

The work of our counsellors was essential in supporting some of our most vulnerable pupils. Parents were actively involved throughout the process and received guidance on how to continue supporting their children at home.

Our nurture staff delivered targeted sessions that helped pupils develop the emotional regulation and wellbeing skills needed to be ready for learning. Parents also benefited from a self-care group, which provided practical tools to manage stress and improve the home learning environment.

We subsidised a variety of trips and residentials, ensuring all pupils had access to enriching experiences that broadened their understanding of the world and deepened their engagement with classroom learning.

Significant investment in staff training and resources to support the implementation of the new curriculum has had a clear impact. Staff now confidently plan and deliver learning that supports the development of the Four Purposes. Performance management time has been used effectively to research and trial new approaches, with staff demonstrating a proactive attitude toward professional growth.

The training provided around the changes to the Early Years curriculum was particularly effective. Staff developed a strong understanding of the new expectations and used this knowledge to design and implement a calm, purposeful, and developmentally appropriate learning environment in Nursery and Reception. This has had a positive impact on pupil engagement and wellbeing.

Finally, the development of the Welsh language across the school has been a notable success. Pupils in Key Stage 2, in particular, have shown a positive attitude towards learning Welsh as a second language. They are increasingly confident in using Welsh in both structured and informal contexts, reflecting the success of our whole-school approach to language development.

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
Mathletics	3P Learning
Bug Club	Pearson
Reading Eggs	3Plearning

Further information (optional)

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