



Godre'r graig 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.

Number of pupils in school	102 on roll 97 FTE (inc. Nursery)
Proportion (%) of PDG eligible pupils	31% (Y1-6) PLASC Jan 25.
Date this statement was published	Sept. 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Mr. G. Cole
PDG Lead	Mr. G. Cole
Governor Lead	Rev. Canon. T Hewitt

Funding Overview

Detail	Amount
PDG funding allocation the financial year 2025/26	£ 39,100
Early Years PDG allocation the financial year 2025/26	£ 4,417
Total budget for this financial year	£ 43,517
Total budget for the academic year (2 terms)	£ 26,066

Part A: Strategy Plan

Statement of Intent

Our school exists for our children since it is an important place in their lives, a place where children grow, learn and develop their uniqueness, curiosity and independence. Consequently, we ensure that every child feels valued and loved and knows that he/she feels safe, that we praise the children frequently so that the child experiences the pleasure of success. In order to achieve this, we will provide a broad and rich curriculum. This will support our children, enabling them to grow into well adjusted, confident adults for the remainder of their lives and we will use every opportunity to nurture confidence in the children and to improve their self-image.

Every person in the school whether child or adult has an extremely significant role to play. All who belong to the community of our school are aware that every child is of great importance.

We work together as a staff – we are very much a team of teaching and support staff – each and every one of us playing our part to make this school a lively community, caring, happy and pleasurable where we learn and live together. We will support each other, and everybody's efforts will be recognised and appreciated.

First and foremost, we believe that every child should receive a broad, balanced and coherent curriculum, which is motivating and challenging and will enable everyone to achieve their potential. Through such a curriculum, we would wish to enable each child to become an active participant in and responsible contributor to the wider community.

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
<p>Improve the quality of monitoring and evaluation to ensure that processes identify areas for improvement robustly, including ensuring that teaching provides suitable challenge in all areas of the curriculum</p>	<p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding</p> <p>Staff plan collaboratively to help support teachers understanding of progression and to develop subject specific skills and knowledge of AOLE's</p> <p>All teachers monitor AOLE's collaboratively to observe pupil's progression of AOLE skills/ principles of progression/ integral skills in learning environment or through work shares of pupil learning journey folders and book looks)</p> <p>Senior Leadership Team to carry out effective timetabled monitoring to include pupil voice, book look, planning coverage and lesson drop ins</p> <p>Further develop distributed leadership within staff. Staff to lead and then disseminate findings from monitoring.</p> <p>Increased Governor understanding and involvement in robust self-evaluation practice, including receiving relevant training, first-hand experience, and greater understanding of impact monitoring</p> <p>Teachers to be involved in new hybrid monitoring format alongside pupil voice to identify gaps, and/or highlight success and development of skills</p>
<p>Improve the quality of feedback to pupils to help them to make the progress of which they are capable over time and supported through an effective, enabling environment</p>	<p>All classes will create rules of talk and engagement to create a positive culture and support active listening skills in the classroom</p> <p>All teachers will use the 3 enablers to plan for engagement of pupils learning</p> <p>All teachers will develop the classroom to support independent learning through challenges and continuous provision</p> <p>All teachers will work in smaller focus groups i.e. 'workshops', so feedback is more purposeful, in the moment, and to ensure opportunities for feedback are not missed</p> <p>Staff to have a solid understanding of effective assessment for learning and apply this within their classroom practice, providing effective opportunities for pupils to reflect upon and assess their own work</p>

	<p>Pupils to learn how to self-evaluate their progress, reflect on their learning journey and are clear on what they are learning to do and WHY they are learning it</p> <p>Staff to use a feedback policy to provide consistent and effective feedback to move learning on and challenge</p> <p>All staff will use 'questioning key rings' to support effective feedback and questioning</p> <p>Learners will provide effective feedback to themselves and others utilizing shared and purposeful vocabulary.</p> <p>Learners will make progress through effective feedback from adults and peers.</p>
<p>Improve pupils' ability to apply their mathematical skills across the curriculum</p>	<p>Staff will plan collaboratively with all stakeholders to provide authentic real-life experiences for pupils to practice numeracy skills</p> <p>Staff to plan numeracy experiences that are engaging, exciting and accessible for all learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience</p> <p>All teachers will use the 3 enablers to plan for engagement of pupils' numeracy skills</p> <p>All teachers will develop the classroom environment through challenges and continuous provision to help reinforce and develop pupils' maths and application of skills with an investment in resources needed to support engagement and authentic learning</p> <p>Staff to have opportunities to observe colleagues to share best practice, strengthen understanding and ponder upon their own practice through regular work shares, mid-term planning reflections and book looks in ADDS and Talk for Learning sessions</p> <p>Teachers to be involved in new hybrid monitoring format alongside pupil voice to identify gaps, and/or highlight success and development of skills</p> <p>Staff to spend greater periods of time teaching and consolidating each mathematical concept/skill until the majority of pupils are able to apply the skills in a variety of contexts with a variety of resources</p> <p>Skills to be taught using a variety of teaching methods and resources which take into account how pupils learn including concrete, abstract, pictorial, written and mental methods</p> <p>Staff to explain, use and model the identified language and vocabulary which deepens understanding</p> <p>Pupils will be given opportunities to talk/discuss/analyse/explain/justify their ideas, solutions and strategies</p>

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 – *Activities include professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.*

Budgeted cost: £19,424 (fully funded from PDG)

Activity	Evidence that supports this approach
Employment of Teaching Assistants.	To help reduce staff: pupil ratio through high quality support in teaching and learning.

Wider strategies

*Health and Well-being – Wellbeing interventions, whole school approach
Curriculum/qualifications – outdoor learning, residential
Leadership – professional learning on leading challenge
Raising Aspirations- working in partnership with other agencies*

Budgeted cost: £4,502 (not fully funded from PDG)

Activity	Evidence that supports this approach
Improving leadership of educational settings.	Members of SMT to be given non-contact time to plan strategically. Ensuring planning and assessment gives a consistent and clear focus on improving children's learning. Tracking the progress of groups of learners to ensure progress is being made.

Total budgeted cost: £26,066 (additional funding from delegated budget used)