

## **Pupil Development Grant (PDG) 2025 - 2026**

School PDG Lead: Mr M Smith

Governor PDG Lead: Mr A Ali

Schools in Wales receive a Pupil Development Grant (PDG) to help tackle the effects of poverty on attainment, reduce inequality and remove barriers. The total number of pupils on roll in September 2025 is 564 (including Nursery). The school's FSM population (Free School Meals) 31.9%  
The total allocation to Maindee Primary for April 2024 - March 2025 is £149 500 and the Early Years PDG allocation is £51 750.

The school undertakes the following activities to support pupils facing the challenges of poverty and deprivation:

- TAs are employed to deliver targeted interventions that support pupils in key areas of learning.
- Ensuring all pupils have equitable access to enriching experiences, including school trips and enhanced learning opportunities.
- A Higher-Level Teaching Assistant (HLTA) and Bilingual Teaching Assistant are employed to deliver high-quality English language acquisition programmes for pupils new to English, accelerating their progress and integration.
- Dedicated staffing and clear procedures are in place to monitor and improve pupil attendance, particularly among vulnerable groups.
- Small group support is provided to raise attainment in core subjects.
- Focused intervention groups support pupils' emotional wellbeing and social skills development.
- Staff are given non-contact time to assess the impact of teaching, learning, intervention programmes, and professional development.
- The school actively promotes family involvement through engagement sessions, workshops, and Family and Community Engagement (FaCE) events.
- Investment in high-quality resources ensures engaging and inclusive learning experiences for all pupils.
- Resources are provided for parenting workshops aimed at building capacity and confidence within families.

These activities have been specifically chosen to maximise their impact on standards and well-being, address family and community needs, and reduce the impact of poverty. By drawing on school-based research and insights from the Education Endowment Foundation, we have selected activities that not only support academic growth but also foster an inclusive, supportive environment. This evidence-based approach helps create a well-rounded educational experience where all students, regardless of background, can thrive personally and academically, contributing positively to their own success and to the well-being of their families and community.

### **Impact of Spend 2024-2025**

Internal school data and evidence demonstrates that the use of the PDG grant funding for 2024 / 2025 was effective through an appropriate balance of planned activities that are sustainable:

### **High-Quality Intervention**

- Targeted support has helped reduce the academic gap by accelerating progress in language development, which is often a barrier for pupils from disadvantaged backgrounds.
- Improved literacy outcomes directly enhance access to the wider curriculum, particularly benefiting pupils who may lack literacy support at home.
- Enhances communication skills, particularly for pupils with limited language exposure, supporting literacy and confidence across subjects.

### **THRIVE and ELSA Wellbeing Support**

- Emotional wellbeing is foundational for learning. These programmes support pupils facing adversity, enabling better engagement and academic progress.

### **Rigorous Tracking for Vulnerable Groups**

- Enables early identification of underachievement and ensures timely, targeted interventions for pupils most at risk of falling behind.

### **Early Engagement with Families & Understanding the Home context**

- Builds trust and identifies barriers early, allowing for tailored support that improves pupil readiness and long-term outcomes.
- Personalised approaches foster stronger relationships and more effective support strategies for pupils living in poverty.
- Strengthens home-school relationships, improves attendance, and fosters positive attitudes toward learning among vulnerable pupils.

### **Enrichment Activities**

- Provides cultural capital and inclusive experiences that disadvantaged pupils may not otherwise access, boosting engagement and aspiration.

### **Parental Engagement Sessions and BBM**

- BBM reduces financial pressure on families and supports pupil wellbeing, which is essential for consistent attendance and learning.
- Empowering parents to engage with their child's education boosts pupil motivation and achievement. This is particularly impactful for families who may feel disconnected from the education system due to past experiences or socio-economic barriers.
- Joint parent-pupil activities (e.g., cooking, gardening, storytelling) expose children to enriching experiences that may not be available at home, helping to level the playing field.

### **First Day Response and Attendance Meetings**

- Immediate follow-up ensures pupils are not missing learning unnecessarily, helping maintain continuity and progress.
- Targeted support has led to improved attendance among vulnerable groups, reducing lost learning time and improving outcomes.

The school's Pupil Development Grant (PDG) plans and spending are regularly scrutinised by the governing body, supported by advice from the EAS and monitored by the Local Authority. The PDG Spend has been signed off by our School Improvement Partner.