

Blaengwrach Primary School



PDG Strategy Statement 2025-26

L. Williams

Mrs L. Williams
Head Teacher

4/12/25

Date Adopted

R. Owen

Mr R. Owen
Chairperson

4/12/26

Review Date

Blaengwrach Primary School

Pupil Development Grant (PDG) Strategy Statement



This statement details our school's use of the PDG for the 2025-2026 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	145 pupils – 123 full-time, 22 part-time
Proportion (%) of PDG eligible pupils	15.57%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Head Teacher- Mrs L. Williams & Governing Body
PDG Lead	Deputy Headteacher- Mrs L. Lewis
Governor Lead	Mrs S Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£27, 600
PDG smoothing	£4600
Early Years PDG smoothing funding allocation this academic year	£1411
Total budget for this academic year	£33, 611

Part A: Strategy Plan

Statement of Intent

At Blaengwrach Primary School we aim to provide an environment that challenges, inspires and supports all children to achieve their full potential and aspirations by designing and

creating a curriculum unique to our school and accessible to all learners. We ensure all children feel happy, secure and cared for and in turn become responsible and caring citizens. We celebrate diversity and promote inclusion for all pupils as part of one nurturing school community. Our curriculum allows all children to learn and achieve through exciting, fun, and relevant experiences, with opportunities to explore and discover enabling our children to become confident, independent and resilient learners in our ever-changing world.

Access to our bespoke curriculum, combined with the expertise, commitment and enthusiasm of our staff, underpinned by rigorous planning, will enable all children to achieve academically, to learn about the world, their locality and people around them and become responsible and caring citizens.

Everything we do and everything a child experiences at Blaengwrach Primary in pursuit of the four purposes is called our curriculum. Senior leaders, staff, pupils, parents and carers have worked collaboratively to develop a shared vision for the curriculum and are developing a shared understanding of progression at Blaengwrach Primary School.

The curriculum at Blaengwrach Primary meets the requirements of Curriculum for Wales focusing on ensuring that our pupils embody the four purposes as Ambitious Capable Learners; Enterprising Creative Contributors; Ethical and Informed Citizens and Healthy Confident Individuals. Our curriculum is progressive and ensures that pupils develop control and independence in the development of their literacy, numeracy, digital and integral skills in addition to ensuring pupils engage with increasingly complex and sophisticated content to progress their knowledge and understanding.

Learners develop their understanding of the What Matters statements. By exploring and revisiting the statements of What Matters our learners deepen their knowledge and understanding during their time at Blaengwrach and as part of their learning continuum to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area of Learning and Experience (AoLE).

Concepts, topics, themes will change from school to school, and term to term, but the curriculum consists of six AoLEs and experiences as well as cross curricular themes of literacy, numeracy and digital competency. Our curriculum is designed to create a sense of belonging in our pupils in a physical, geographical, historical, cultural, social and cultural sense as a place that has shaped and continues to shape the community. We aim to support our children to make sense of their own identities and those of others in our community, in Wales and across the world, and to grow the self-belief to know that they can affect change, not just at home, in school, or in their community, but in Wales and on the world stage. Our concepts and themes will change over time to reflect the society in which we live. The experiences our children will have been a part of at Blaengwrach aims to fire their imagination and shape their dreams. Through our curriculum our children will have goals to aim for, interests that sustain them and a passion for success with the very best chance of a future filled with happiness, choice and opportunity.

Our aims are:

To provide a school ethos where each child feels valued, respected, listened to and proud of themselves, their school and their local community. *Article 12*

To encourage children to set themselves high standards to become ambitious and enthusiastic individuals with enquiring minds, ready to learn throughout their lives. *Article 29*

To provide a rich learning environment which stimulates, motivates and excites children to express themselves within a range of contexts. *Article 3*

To develop independent, collaborative learners who are able to identify and grasp opportunities, by taking risks and thinking creatively to solve problems. *Article 29*

To value strong partnerships with children, parents and the wider school community. *Article 3*

To promote the use of bilingualism and to respect the needs and rights of others as a valued member of a diverse society. *Article 30*

To empower children to be committed to our sustainable future by encouraging the ability to make measured decisions and face and overcome challenges. *Article 29*

To support the development of children's health and wellbeing; building confidence, resilience and empathy. *Article 24*

In order to achieve our aims and realise our vision we carry out regular monitoring of the Four Purposes through learning walks, book looks and by listening to learners. Our self-evaluation is rigorous and feeds directly into our School Improvement Plan.

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.

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
Priority 1: To develop pupils' integral skills to further enhance independence.	Many teachers will provide effective opportunities for pupils to ask meaningful questions. Many teachers will provide pupils with effective opportunities to use their questioning skills to generate ideas in a variety of contexts across curriculum. Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently. All staff will explicitly use the language of thinking skills with pupils. Many teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills. Many will provide engaging teaching strategies to support pupils to gain new knowledge and understanding. Many pupils know how to generate meaningful questions. Many pupils understand that asking meaningful questions helps to generate ideas. Many older pupils are beginning to use questioning and new ideas to independently identify the approach and strategies they will use to solve problems, face challenges, investigate predictions and theories etc.
Priority 2: To improve teaching, assessment and feedback to ensure pupils make effective progress in line with the expectations of	The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.

Curriculum for Wales and to inform next steps in learning.	Curriculum planning and teaching ensures pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded. Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. Nearly all teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress. Nearly all teachers support pupils to understand WHY they are learning what they are learning. Nearly all teachers provide pupils with effective feedback to enable pupils to progress with their learning. Nearly all teachers provide pupils with the opportunity to action the feedback provided and to improve their work. Nearly all teachers provide effective opportunities to reflect upon and self-assess their work. Nearly all teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc. Nearly all pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons. Nearly all pupils are clear on WHY they are learning what they are learning. Nearly all pupils respond effectively to feedback to improve their work and to move their learning on. Nearly all pupils edit and improve their work on a regular basis.
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	Nearly all pupils self-assess their work well, identifying strengths and how to improve it. Nearly all pupils are clear on what they are doing well and what they need to improve (next steps).
Priority 3: To improve pupils' literacy skills, in particular writing	Most teachers provide pupils with learning activities with suitable challenge and that build systematically on pupils' existing knowledge, understanding and skills. Most teachers effectively model the writing process using Literacy and Language, sharing how the writer makes choices of vocabulary, sentence structure, organization, etc. Most teachers provide effective opportunities for pupils to orally rehearse their writing. Most pupils will ensure that pupils are given the opportunity to develop their answers to higher order thinking questions Most teachers will use collaborative learning strategies to enhance oracy skills. Most teachers provide effective opportunities for pupils to progress successfully with their: - Letter formation, handwriting and presentation. - Technical writing ability including the use of accurate punctuation, grammar and spelling. - Ability to add interest to their writing by varying their sentence structures successfully and through using a range of vocabulary. - Ability to edit and redraft their work to improve its quality. - Ability to link their writing to their reading experiences to enhance the quality of their writing.

	- Working walls further developed to support pupils in their work. Pupil focused success criteria Many pupils develop their letter formation well and present their work neatly. Many pupils develop their technical writing ability well including the use of accurate punctuation, spelling and grammar. Many pupils add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary. Many pupils edit and redraft their work to improve its quality. Many pupils achieve strong progress with their writing skills and produce work across the curriculum to a good standard. Many pupils write at length when they are ready to do so. Many pupils use working walls independently to support them in their work.
Priority 4: To improve pupil attendance for groups of learners.	The school will continue to strengthen the process for tackling attendance including. First response text message alert sent to parents/carers when no reason for absence has been received. Second response phone call made to parents/carers when no reason for absence has been received following the first response text message. Traffic light attendance letters sent to raise awareness of pupil attendance levels prior to parent consultations in the Autumn/Spring term

	Regular meetings with Education Welfare Officer to discuss pupil attendance and liaison with LA Family Engagement Officer to support pupils and families to maintain good levels of attendance. Notes/times will continue to be added to SIMS registers to help to identify patterns of absenteeism. Attendance will be discussed in parent consultations/ALN meetings. LA policies and procedures will be followed in relation to meetings held with parents and the sending of letters to parents - letter 1, letter 2 and EWS referral for EWO support. Highest Attendance will be rewarded in Awards assembly through the Attendance trophy and stickers. School Council pupil attendance team responsible for developing actions to improve attendance to communicate key information to their peers and parents. Class attendance will be closely monitored. SIMS registers will be daily scrutinized to identify patterns of absence. Collecting pupils early, late arrivals, holidays during term time will be discussed and challenged as appropriate in line with policy and procedure. The percentage of persistent absentees will fall to 0%. Nearly all vulnerable learners will make improved progress. The percentage of EFSM pupils attending below 90% will fall to 15%.
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	Nearly all vulnerable learners will demonstrate more positive attitudes to school 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: £44, 635, with an overspend of £12, 435

Activity	Evidence that supports this approach
Speech Link & Language Link intervention programmes	Both interventions are used to screen and support pupils with speech and language difficulties. The interventions support infant and junior pupils and develop their ability to sound and read words. It identifies specific sounds and blends that require support and creates a programme for pupils to follow supported by a TA. If a pupil requires support from outside agencies linked to speech and language, they require evidence of screening and support using these programmes before they can access external support.
Phonic support and intervention programmes; consistent approach to the teaching of spelling and to support Basic skills and ALN pupils in Numeracy	Interventions to support Basic Skills & ALN pupils as part of our ILP (Inclusive Learning Provision). This support impacts on pupils' literacy and numeracy skills. Pupil termly assessments track progress and highlights areas of difficulty so that a bespoke plan for each pupil can be made. Termly learning walks, listening to learners and book scrutiny by SLT, middle leaders and ALNCo evidence the progress that is made during the sessions. Additional Literacy and numeracy support in classes to be able to teach pupils according to their stage and not age is required to ensure appropriate level of teaching to ensure that pupils move on to their next stage in learning in relation to their starting point.
Social Communication (small group intervention work)	TA support for a small group of pupils to help them to emotionally regulate and to support individual pupils through interventions including sensory circuits, sensory class-based activities, physical activities including deep pressure, daily

	routines and timetables, visual timetables, social stories, core boards, e.g. now and next, speech and language activities in order to work towards individual pupils IDP outcomes including social communication activities, e.g. PECS.
ELSA	Emotional Literacy Support sessions for individual pupils to support pupils' social and emotional wellbeing. Sessions delivered by a trained ELSA in a safe, supportive environment.
Wellcomm	Wellcomm" intervention includes assessment using a toolkit to identify early and to provide intervention sessions to support children's communication development for early years pupils. The toolkit is used to identify children with potential language difficulties, providing customized activities to support their communication skills supported by a TA.

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 2023 to 2024 academic year.

Strategy	Impact
To continue to improve pupils' spelling.	Jolly Phonics Spelling and Grammar is providing a consistent and progressive approach to the teaching of reading, writing and spelling. Pupils continue to be taught according to stage and not age in Spelling and Literacy and Language. Estyn identified progress in relation to editing and improving within the writing process, further details in our GB meeting. Learning environment to support learning has continued to evolve and are starting to embed with Literacy working walls continuing to develop

To develop pupils' higher order thinking skills. To improve teaching, assessment and feedback to ensure pupils make effective progress in line with the expectations of Curriculum for Wales and to inform next steps in learning.	to support pupil's independent learning. Estyn identified that pupils are involved in developing these walls, e.g. adding key vocabulary, etc. to support their writing. Pupil progress of all learners is regularly monitored and shared with individual parents/carers and the Governing Body. Pupils next steps are identified and pupils who are not making expected progress relevant support and teaching according to stage and not age across the school is implemented. Focus on conceptual understanding/transferrable understanding has improved and not just knowledge. Group work has improved ensuring greater involvement and engagement of all pupils and this was on display during a recent Estyn visit. Developing vocabulary for thinking using reviewed vocabulary continuum and sentence starters to support children to articulate their thinking. A range of teaching strategies have been used and reviewed by all staff in their practice, e.g. Hit and Miss, which was shared with Estyn through learning walks during their visit. Learning walks and listening to learners demonstrated that pupils
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	have a clearer understanding of the 'WHY' and what they are learning. All staff have deepened understanding of what pupils need to make progress in and the development of the use of the learning jigsaw to develop questioning to move learning forward has been introduced across the school following staff engaging in the teaching and learning programme working collaboratively with colleagues in local schools to develop this area alongside the use of working walls. Another member of staff has been enrolled on the LA teaching and learning programme for the academic year 2025-26. Higher order thinking skills explicitly taught, and pupils have opportunities to practice and apply skills, further work next year will focus on children's collaboration and independence in this area in applying skills taught. Classroom learning environments are continuing to develop to enable all of our learners across the school to promote learning, their ability to solve problems, and to promote independence. Work in this area will continue throughout the next academic year. 2 members of staff have now completed the LA T & L programme and have presented their work and progress in this area with colleagues.
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	Concept/thinking working walls are developing considering clear purpose for what we are teaching and what we want pupils to progress in using the learning jigsaw. Curriculum planning and teaching ensuring pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding starting to embed, this has been validated by Estyn. Pupils making progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. Learning intentions and purpose in lessons more explicit and matched to pupils' individual learning needs and that enable pupils to progress, pupils taught according to stage and not age for Literacy. Pupils are developing their understanding of WHY they are learning what they are learning, progress in this area evident during recent Estyn visit. Children articulated the focus for learning and their assessment as their learning progressed throughout their most recent concept. Teachers provide pupils with the opportunity to action feedback provided and to improve their work and this was evident during the work scrutiny during our recent Estyn visit.
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To improve attendance for groups of learners.	Pupils have regular opportunities to reflect upon and self-assess their work . Pupils self-assess their work, identifying strengths and how to improve. Pupils are beginning to use the steps to success skills sheets to support them in assessing their own learning in Literacy and Maths. Teachers are clear about what pupils need to make progress in and concept planning is evolving focussing on how we want children to have changed as a result of our teaching with a focus on planning for progress in children's values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding. Pupil conferences continue to embed and being used effectively in line with feedback and marking. Pupils confidently talked about the use of conferences how this supports them with their learning and how they assess and feedback. Concept/thinking working walls are developing considering clear purpose for what we are teaching and what we want pupils to progress in using the learning jigsaw. This will continue throughout the next academic year. Attendance meetings held with parent/carers, letter 1, letter 2, referrals made in line with LA policy/procedure.
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	Highest class attendance award, attendance trophy and stickers awarded in awards assembly. 100% attendance awards presented by EWO in Awards assembly. Pupil attendance team communicating information to pupils. Class attendance closely monitored.
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Externally provided programmes

Please include the names of any programmes. This will help us identify which ones are popular in Wales.

Programme	Provider
Emotional Literacy Support	Additional member of staff to received ELSA training with the local authority.

Further information (optional)

It is clear from our financial investment as a school in supporting all of our pupils that we go over and above what the PDG provides and is supplemented by school budget when needed to meet full financial costs. Ensuring that we close the gap and provide enrichment activities so that our curriculum is fully inclusive and there is equity for all pupils is a priority for all pupils to make effective progress that is relevant for them.

We provide support for pupils who need specific emotional wellbeing support through Zones of Regulation and ELSA to ensure pupils are ready to learn.