Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2026 to 2027 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Eveswell Primary
Number of learners in school	N- R: 477 pupils
Proportion (%) of PDG eligible learners	18%
Date this statement was published	22.5.26
Date on which it will be reviewed	May 2027
Statement authorised by	A Smith (SIP)
PDG Lead	V. Brooks
Governor Lead	A.Speight

Funding Overview

Detail	Amount
PDG funding allocation this academic year	PDG: £70, 758 EYPDG: £18, 400
Total budget for this academic year	Total PDG/EYPDG: £89, 158

Part A: Strategy Plan
Statement of intent

You may want to include information on: ● What are your ultimate objectives for the children being supported? ● How does your current strategy plan work towards achieving those objectives? ● What are the key principles of your strategy plan?

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

Raised levels of pupil wellbeing and attendance through ELSA support and/or daily check ins	• Attendance and punctuality for FSM and vulnerable pupils improves Wellbeing measures show improved emotional regulation, confidence and resilience. • Reduced behaviour incidents and increased engagement in learning. • Pupils report feeling safe, supported and ready to learn. • Staff observations evidence improved attitudes to learning and school. • Pupils are increasingly able to use taught strategies (e.g. calming techniques) modelled by adults to manage emotions appropriately.
Younger pupils will develop their social and emotional skills through modelled adult support	Identified younger pupils demonstrate improved emotional regulation, social interaction and readiness to learn. •Improved peer relationships and greater engagement in learning across contexts.
Family engagement officer working with families to support attendance and wellbeing in school	Improved overall attendance for targeted pupils, Reduced persistent absenteeism, measured termly, particularly for eFSM pupils, Increased parental engagement, shown through: Improved response to school communication /Increased attendance at meetings or support sessions Positive engagement with hard-to-reach families, including those previously disengaged from school processes
Provide support for identified vulnerable pupils in Y6 and to support transition	•Identified younger pupils demonstrate improved emotional regulation, social interaction and readiness to learn. •Improved peer relationships and greater engagement in learning across contexts. •Increased confidence in moving on to high school - may include enhanced transition lessons
Continued individual 1:1 small group support for pupils to access activities where needed	Pupils show increased participation during sessions, evidenced by staying engaged for longer periods and completing agreed activities with support. Pupils show improved confidence and emotional readiness to participate. Reduced avoidance behaviours (e.g. leaving group, refusal, emotional dysregulation). Pupils learn to work collaboratively with their peers

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: £79, 158

Activity	Evidence that supports this approach
Raised levels of pupil wellbeing and attendance through ELSA support and/or daily check ins	https://phw.nhs.wales/topics/promoting-individual-and-community-wellbeing/whole-school-approach-to-emotional-and-mental-well-being-wsaemwb/wsa-reports-file-bucket/elsa/
Younger pupils will develop their social and emotional skills through modelled adult support	EEF: Teacher Assistant interventions WG PDG evidence: The review confirms that deploying additional staff time (including TAs) is effective when focused on diagnosing need early and removing barriers before gaps widen. Early years provision is highlighted as a stage where PDG can have long-term impact if support is timely and well targeted.
Provide support for identified vulnerable pupils in Y6 and to support transition	EEF: Social and emotional learning EEF: Behaviour interventions EEF: collaborative learning approaches
Continued individual 1:1 small group support for pupils to access activities where needed	EEF: Social and emotional learning EEF: Behaviour interventions EEF: collaborative learning approaches
Leadership and coordinator release time to analyse FSM data,	Welsh government effective practice for PDG: Underpinned by robust analysis of eFSM data. The review emphasises that: ● Effective schools invest time in analysing attainment, attendance and wellbeing data for eFSM pupils ● Leadership capacity is essential to ensure funding is targeted, monitored and adapted in response to emerging needs ● PDG impact is strongest where leaders have time to interrogate data and hold staff to account for outcomes.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)
Budgeted cost: £10,000

Activity	Evidence that supports this approach
Family engagement officer working with families to support attendance and wellbeing in school	The Welsh Government Review of the Pupil Development Grant (final reports 2023/2024) found that schools with the strongest impact for eFSM pupils: ● Use PDG to remove non-academic barriers such as poor attendance, anxiety, family instability and low engagement ● Invest in staff who work directly with pupils and families ● Prioritise attendance, wellbeing and sustained engagement as prerequisites for learning

	The review explicitly notes that family-focused roles help schools improve attendance and engagement, which in turn leads to improved attainment over time.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)
Budgeted cost: £0

Activity	Evidence that supports this approach

Total budgeted cost: £ 89, 158

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 2025 to 2026 academic year.

Activity	Impact
Provide ELSA and Lego Therapy and check-ins for vulnerable pupils throughout the school	The funding of two Teaching Assistants to deliver ELSA provision every day has had a significant and positive impact on the emotional health and wellbeing of pupils across the school, from Reception to Year 6. This investment has led to clear and measurable improvements in pupils' emotional regulation, behaviour for learning, and overall engagement with academic work. Whole School Impact Targeted ELSA interventions have supported pupils with anxiety, emotional regulation, low self-esteem and friendship difficulties. Across all year groups, pupils confidently use personalised strategies such as 5-point scales, breathing techniques, sensory tools and visual reminders. These early interventions have enabled pupils to develop foundational emotional skills, including self-awareness and self-regulation, which directly support positive engagement with learning. The impact of targeted ELSA provision has been especially strong in Years 3 and 4. Pupils have shown remarkable progress in managing emotions, resolving conflicts and developing resilience. Teachers report significant reductions in incidents, improved peer relationships and increased confidence. Pupils are more settled, have formed new friendships and demonstrate improved focus and behaviour for learning across the school day.
Provide general support for identified pupils in Nursery/Reception	Targeted adult support has been implemented within Nursery and Reception to strengthen provision for vulnerable learners and to support effective transition into year groups. The adult has developed strong, trusting relationships with identified pupils and their families, enabling early identification of

	need and responsive support. This has been particularly effective in supporting children who may have limited access to enriching experiences outside of school and also supported attendance into school.
Provide support for identified vulnerable pupils in Y6 and to support transition	Year 5 and Year 6 – Emotional Safety and Transition Support In Years 5 and 6, identified vulnerable pupils demonstrate improved emotional regulation and a greater sense of emotional safety. ELSA sessions have helped pupils develop effective coping strategies for managing anxiety, enabling them to focus more consistently in lessons and contribute positively to group work. Lego Therapy in Year 6 has further enhanced social communication and collaboration, with improved relationships and fewer disputes observed on the playground.
Continued individual 1:1/small group support for pupils to access activities where needed	Safe Spaces and Sensory Circuits (Years 3–6) Daily sensory circuits and access to intervention spaces for pupils in Years 3, 5 and 6 support emotional regulation and allow pupils to reset and re-engage with learning. For pupils with social communication and interaction difficulties, structured support with a Teaching Assistant provides a calm environment to develop skills before returning successfully to class.

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
ELSA	Newport LA

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.