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	Somerton Primary
Number of learners in school	N-Y6 – 173 pupils
Proportion (%) of PDG eligible learners	34.9%
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	J. Eaves, shadowed by E. Norville
Governor Lead	V. Brooks

Funding Overview

Detail	Amount
PDG funding allocation this academic year	PDG: £66,700 EYPDG: £20,700
Total budget for this academic year	Total: £87, 400

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

Daily Nurture Group provision for identified Year 3–6 pupils delivered through structured afternoon sessions.	• Improved pupil wellbeing and confidence • Identified pupils demonstrate improved emotional regulation, with a reduction in incidents of dysregulation or adult intervention during learning sessions. • Behaviour incidents reduce for targeted pupils • Pupils begin to apply social and emotional skills independently across different contexts (classroom, outdoor learning, lunchtimes), not solely in adult-led sessions.
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

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: £ 87, 400

Activity	Evidence that supports this approach
Daily Nurture Group provision for identified Year 3–6 pupils	National mission: Nurture groups address the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are

	immersed in an accepting and warm environment that helps replace missing/distorted early nurturing experiences and helps pupils develop positive relationships with both teachers and peers. EEF: Social and emotional learning EEF: Behaviour interventions EEF: collaborative learning approaches
ELSA support and/or daily check ins	https://phw.nhs.wales/topics/promoting-individual-and-community-well being/whole-school-approach-to-emotional-and-mental-well-being-wsa emwb/wsa-reports-file-bucket/elsa/
TA support in Nursery and Reception	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.
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.
Purchase of resources for learners in the early years	Pupil Development Grant funding will be used to purchase high-quality resources to enhance play-based, creative, and small world provision for younger learners, both indoors and outdoors. These resources will support pupils' social, communication, and emotional development, while also providing rich opportunities for imaginative play, problem-solving, and exploration. The provision will help to address inequity by ensuring that pupils who may not have access to such experiences or materials at home are given meaningful, real-life learning opportunities in school. Through well-resourced continuous and enhanced provision, pupils will develop key early skills such as collaboration, language development, independence, and curiosity, which are fundamental to their long-term learning and wellbeing.

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: Cost is included in above staffing costs and also a grant is used for FEO.

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:

Activity	Evidence that supports this approach

Total budgeted cost: £ 87, 400

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 nurture support, intervention and check-ins for vulnerable pupils	The small nurture provision, staffed by two teaching assistants supporting up to ten learners per day, has had a highly positive impact on pupils' emotional wellbeing, social development and engagement with learning. The small group provision ensures consistent relationships, high levels of adult support and a calm, predictable environment, enabling pupils to feel safe, valued and ready to learn. A carefully planned programme of practical, community-based and outdoor learning experiences has been central to the success of the provision. Activities such as fishing trips to Lliswerry Pond, visits to a local residential home for singing and conversation, and a wide range of cooking opportunities (including preparing fruit salad, pancakes, omelettes, Bolognese and Welsh cakes) have supported pupils to develop confidence,

	teamwork and independence in meaningful, real-life contexts. These experiences have strengthened pupils' understanding of food, healthy choices and basic cooking skills, while also promoting patience, turn-taking and responsibility. Creative activities, including art and craft, alongside outdoor provision such as gardening and planting vegetables and herbs, have further enhanced pupils' engagement and sense of pride. Pupils have shown increasing respect for nature and the environment, particularly through growing produce that is later used by Early Years pupils in the mud kitchen. This has fostered a strong sense of contribution, purpose and shared responsibility across age groups. Overall, the nurture provision is highly effective in supporting pupils' social, emotional and personal development. The combination of adult support, small group size and rich, experiential learning opportunities enables pupils to develop essential life skills, build positive relationships and re-engage successfully with school life and learning.
Provide ELSA for vulnerable pupils throughout the school	The funding of one Teaching Assistants to deliver ELSA provision every day has had a significant and positive impact on the emotional health and wellbeing of pupils, from Year 3 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.
Family engagement officer working with families	The Family Engagement Officer works closely with families to strengthen engagement and support pupil wellbeing and attendance. They act as the first point of contact for families through home phone calls when pupils are absent and contact identified families to remind them of key school events such as assemblies, workshops and parents' evenings. The role includes providing practical support to families by helping them complete paperwork and access appropriate support. As a visible and welcoming presence within the school, the Family Engagement Officer supports learners and families—particularly those who are vulnerable—helping to build trust and positive relationships between home and school. Effective partnership working with the Education Welfare Officer

	(EWO) has contributed to improved attendance, with clear systems in place for communication, follow-up and support.

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	Through 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.