



Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 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.

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	Llantarnam Community Primary
Number of learners in school	355 – 311 statutory age 43 – Nursery
Proportion (%) of PDG eligible learners	15%
Date this statement was published	May 2025
Date on which it will be reviewed	March 2026
Statement authorised by	L Perrett
PDG Lead	A Spencer
Governor Lead	D Phillips

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£39,100
Pupil deprivation grant EY	£18,400
Local authority top up	£3,580
Total budget for this academic year	£61,079

Pupil Deprivation Grant (PDG) Plan 2025-26

Part A: Strategy Plan

Statement of intent

- To enhance wellbeing and accelerate learning in personal, social and emotional skills, literacy, and or mathematics.
- To provide enriched experiences which support wellbeing and learning.
- Providing equity and close the gap in learning and wellbeing.
- The plan and provision will provide a range of experiences and one to one and or small group additional interventions to support targeted development and or accelerated learning in literacy, mathematics and personal, social and emotional skills.

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
Accelerated learning / achievement of pupil targets in, Literacy and or numeracy for identified pupils.	Achieve accelerated learning targets (literacy, numeracy, personal, social and emotional) Achieve individual attendance target. Learning gap in relation to expected reduced.
Accelerated development of PSED skills and wellbeing.	Achieved PSED targets Improved wellbeing
Enhanced wellbeing and broadened immersion in authentic real-life experiences.	Enhanced wellbeing, learning and PSED development through enhanced and broadened experiences.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Intervention Programmes to support Equity, enhance wellbeing and provide breadth and depth of experiences, accelerate learning in literacy, numeracy and personal, social and emotional skills.
Staff to provide programmes – including, blank levelling, COMIT communication RWI, Fresh Start, bespoke literacy, CLIC for number and calculation.
Elsa, Nurture, talk about, circle of friends, dog therapy, play therapy and play service provision, care equity and support and family and community engagement focused work to enhance wellbeing and personal, social and emotional skills.

Learning and teaching

Budgeted cost: £ 44,093.50

Interventions to accelerate learning, wellbeing and Personal, Social and emotional skills (to provide equity) Staff intervention programmes - £31,335.70 Staff Leadership release £3,500	EEF Sutton toolkit Reading comprehension strategies – impact in months - 6 Oral language interventions – impact in months - 6 Phonics – impact in months 5 One to one tuition – impact in months 5 Teaching assistants’ interventions - impact in months 4 Social and emotional interventions – impact in months - 4 Behaviour interventions – impact in months -4 Small group tuition – impact in months 4
<i>Additional provision / Interventions to support improved wellbeing and personal, social and emotional skills</i> <i>Elsa – 1 day per week – staff - £5,757.80</i> <i>Dog Therapy,</i> <i>Play therapy – summer term</i> <i>Play service ½ day 5 days summer</i> <i>2 ½ days Autumn and Spring</i> <i>- £3,500</i>	Social and emotional interventions – impact in months - 4 Behaviour interventions – impact in months -4 The benefits of a school dog School dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills. Play therapy (summer term) Improved cognitive, physical, social and emotional well-being of children. They learn about the world and themselves. They also learn skills for study, work and relationships such as confidence

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: £ 16,986.50

Activity	Evidence that supports this approach
Family and Community Engagement officer	EEF Sutton tool kit

£16,986.50	Parental engagement – impact in months 4 In Wales, research from Estyn, the Educational Inspectorate, has identified that schools that are most effective in overcoming the impact of poverty on educational attainment are those that, as well as having excellent teaching, learner support and leadership in place, reach out to families and the community (Estyn, ...26 Sept 2023)
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
Add or delete rows as needed	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2024 to 2025 academic year.

Activity	Impact
Interventions to accelerate learning, (to provide equity)	Most learners achieving learning targets.
Additional provision / Interventions to support improved wellbeing and personal, social and emotional skills	Improved wellbeing – evidenced through – pupil feedback, improved readiness to learn, engagement in learning and attendance. Many learners achieving Personal, Social and Emotional Targets
Family and Community Engagement Officer	Increased parental engagement – events / partnership work with school Increased attendance and pupil wellbeing through Team around Child Approach. Increased collaborative approaches with wider agencies to support identified learners.

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
Dog Therapy	Caring Canines
Play Therapy	Private Play Therapist
Play Service	Torfaen Play Service

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.