

**St Mary the Virgin Church in Wales Primary School**  
**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**



This statement details our school’s use of the PDG for the 2025 – 2026 academic year and 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

Detail	
School name	St Mary the Virgin Church in Wales Primary School
Number of pupils in school	204
Proportion (%) of PDG eligible pupils	51.4% (3-year average)
Date this statement was published	03/09/2025
Date on which it will be reviewed	20/07/2026
Statement authorised by	Finance Committee/Full governing Body
PDG Lead	Mrs Nicki Prichard
Governor Lead	Mr Glyn Perryman (Chair of Governors)

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£83,950
EY PDG	£17,250
PDG Smoothing	£22,269
<b>Total budget for this academic year</b>	<b>£123,469</b>

## Part A: Strategy Plan

### Statement of Intent

At St Mary the Virgin Church in Wales Primary School we aim to use this grant to support our intentions of Quality, Diversity, Faith and Flourishing.

We will:

- Identify need regarding disadvantaged pupils, their circumstances, current achievement and progress
- Ensure there is a range of high-quality interventions for pupils experiencing material disadvantage who have additional learning needs, who are looked after children, or have emotional, social and behaviour needs
- Ensure that all pupils in PS1 are assessed on entry to enable appropriate provision to develop personally and socially in line with their peers, ensuring that all vulnerable pupils are targeted to make at least accelerated progress
- Develop strategies that will involve families and the community, including those that signpost additional support and learning opportunities.

### 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
High quality teaching and learning for all pupils will result in closing the disadvantage gap.	<ul style="list-style-type: none"> <li>• Pupils who are not achieving their potential are identified and supported.</li> <li>• Additional adult support is targeted and results in improved pupil outcomes, especially in reading and comprehension.</li> <li>• All pupils have access to good quality resources to support their learning, e.g. Seesaw, Google Classroom, etc</li> <li>• Pupils and families understand the importance of regular school attendance in improving pupil outcomes.</li> </ul>
Family engagement will develop further resulting in improved engagement and attendance.	<ul style="list-style-type: none"> <li>• Family Engagement Officer will work with families to encourage good attendance.</li> <li>• Family Engagement Officer, in conjunction with Deputy Head teacher, will develop range of strategies to support parental understanding of how to support their children's learning.</li> </ul>
A focus on understanding entry levels of our youngest pupils will ensure that they are given high quality intervention to help close the disadvantage gap.	<ul style="list-style-type: none"> <li>• WellComm assessments will be undertaken in Nursery and Reception on entry and reassessments will show progress at the end of the year.</li> <li>• WellComm family group time in Nursery will support accelerated progress.</li> <li>• A new baseline assessment will be undertaken on entry for Nursery and Reception pupils, with progress shown by the end of the year.</li> </ul>
Pupils will have access to high quality wellbeing interventions to support their wellbeing and resilience as well as their readiness to learn.	<ul style="list-style-type: none"> <li>• ELSa, Thrive and Talkabout interventions will support targeted pupils</li> </ul>

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Intended outcome	Success criteria
The school’s curriculum will provide a range of opportunities and experiences which will provide pupils with a ...	<ul style="list-style-type: none"> <li>Inquiries will include a range of experiences that pupils would not ordinarily access – e.g. National Museum of Wales, Techniquet,</li> </ul>

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

<ul style="list-style-type: none"> <li>Family Engagement Officer</li> <li>Family Engagement – supporting families with curriculum</li> <li>Additional adults to work in class with pupils</li> <li>Focused interventions for pupils to close the learning gap</li> <li>Investment in Curiosity Approach for Nursery</li> <li>ELSa, Thrive, Talkabout Interventions for targeted pupils</li> <li>Planning Inquiry Based, concept led curriculum with hands on activities widening pupils’ experiences in and out of the school setting</li> </ul>
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### Learning and Teaching

Budgeted cost: £83,950 PDG + £17,250 EYPDG + £22,269 PDG Smoothing

Activity	Evidence that supports this approach
Reading and Comprehension interventions (including CLIPS, Mini Rainbows, Rapid Reading, Rainbow Reading, Maths factor)	<ul style="list-style-type: none"> <li>Entry and exit data show accelerated progress for targeted pupils.</li> <li>EEF Teaching &amp; Learning Toolkit shows reading comprehension strategies have very high impact (+6 months); small group tuition has moderate impact (+4 months); and Teaching Assistant Interventions have moderate impact (+4 months).</li> <li>Previous data shows individual reading and Rainbow Reading, including Mini Rainbows, ensure pupils make accelerated progress unless there are specific learning needs, which are more easily identified after undertaking the programme.</li> </ul>
Excellent Teaching and Learning strategies in all classes from Nursery to Year 6.	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit shows Collaborative learning approaches have high impact (+5 months)</li> <li>High quality teaching and learning ensures pupils make progress</li> <li>Additional adults in class mean that focused support is targeted for the pupils with most need</li> </ul>
Embedding Zones of Regulation	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit shows (Metacognition) and self-regulation have very high impact (+7 months)</li> <li><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a> shows that there are improvements in: <ul style="list-style-type: none"> <li>Self-regulation</li> <li>Positive social behaviour</li> <li>Academic performance</li> <li>Teaching practices</li> </ul> and reductions in: <ul style="list-style-type: none"> <li>Emotional distress</li> <li>Maladaptive behaviour</li> <li>Exclusionary discipline</li> </ul> </li> </ul>
Curiosity Approach	<ul style="list-style-type: none"> <li>Learning Journals <a href="#">Learning Journals Research Article Online</a> identifies that this approach enables children “to develop independent thinking, stronger communication skills and become lifelong learners. As a result, this</li> </ul>

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	approach puts them in good stead for further development and gives them the skills they need in an ever-changing world.”
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**Community Schools**

Budgeted cost: £10,095

Activity	Evidence that supports this approach
(a) Building strong partnerships with families Family Engagement Officer role, including Admissions, First Day response, FAN group, supporting activities at Parent Consultations	<ul style="list-style-type: none"> <li>• EEF Teaching &amp; Learning Toolkit shows Collaborative learning approaches have moderate impact (+4 months)</li> <li>• Following admissions of new pupils across the school, parents/families are more ready to support their child’s learning, e.g. because already signed up to Parent Communications (Schoop, Seesaw) and are able to ask questions in a more focused admissions meeting.</li> <li>• Fewer instances of absence where no contact has been made, with parents/families understanding the importance of maintaining contact with the school</li> <li>• Increased numbers of families applying on time for Reception or Year 7 places via the LA portal</li> </ul>
(b) Responding to the needs of the community YEF Citizens	<ul style="list-style-type: none"> <li>• Social change for disadvantaged members of our community, through community organising, being part of the Core Team of Citizens Cymru Cardiff Alliance, brings about positive change for the local community.</li> <li>• By being part of the Core Team of the Youth Endowment Fund Community Group (Literacy &amp; ALN strand), families from most disadvantaged areas will receive targeted place-based interventions to reduce the impact of youth violence and knife crime.</li> </ul>
(c) Collaborating with other services Family Engagement Officer role.	<ul style="list-style-type: none"> <li>• Arranging for external services, e.g. School Nurse, Vaccination Team, School Uniform provider to attend Parent Consultations (both days) supports vaccination take up, uniform take up as well as ensuring appropriate information and support available.</li> <li>• Supporting parents to support their children in their learning: FAN group.</li> </ul>

**Wider strategies**

Budgeted cost: (Included in staffing costs above)

Activity	Evidence that supports this approach
Health & wellbeing: Cartref, ELSa, Thrive	<ul style="list-style-type: none"> <li>• <a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a> shows evidence for Thrive approach.</li> <li>• ELSa recommended by LA; member of staff is trained in approach and has regular supervision in line with best practice.</li> <li>•</li> </ul>
Inquiry based learning – first hand experiences	<ul style="list-style-type: none"> <li>• Ensuring all pupils have a range of hands on activities and local visits which broaden their horizons.</li> </ul>

**Total budgeted cost: £148,572** (£25,103 over grant allocation)

## 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 – 2025 academic year.

Activity	Impact Next Steps
Reading Interventions – Rainbow Reading, Mini Rainbows, CLIPs	<p>KS2 Reading progress for eFSM pupils (Rapid Reading, Rainbow Reading and SAIL):</p> <ul style="list-style-type: none"> <li>• Y3: average progress 5 months (gap narrowed)</li> <li>• Y4: average progress 23 months (gap narrowed)</li> <li>• Y5: average progress 17 months (gap narrowed)</li> <li>• Y6: average progress 8 months (gap narrowed)</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Continue interventions</li> <li>• Include Foundation Phase interventions led by dedicated LSA following previous year KS2 model</li> </ul>
<p>Family engagement:</p> <ul style="list-style-type: none"> <li>• Improved 1<sup>st</sup> day response procedures</li> <li>• Parental engagement afternoons</li> <li>• Refined admissions meeting procedures</li> </ul>	<ul style="list-style-type: none"> <li>• eFSM attendance increased by 1.89%</li> <li>• eFSM attendance 1.5% above nFSM, however gap reduced slightly (0.17%)</li> <li>• Around 87% of parents attended Parents Evenings</li> <li>• Good attendance at parent engagement sessions (2x curriculum, 1x phonics, 1x digital learning)</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Continue to work on improving attendance</li> <li>• Refine procedures</li> <li>• Link with CLIP work</li> </ul>
WellComm assessments on entry and end of year.	<ul style="list-style-type: none"> <li>• Many pupils (24/31) made progress in WellComm scores</li> <li>• Of those that didn't, reasons were late starting and identified ALN</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Embed WellComm and family group time throughout Nursery and Reception</li> <li>• Develop Nursery &amp; Reception baseline for curriculum</li> </ul>
Wellbeing interventions (ELSa, Thrive, Talkabout)	<ul style="list-style-type: none"> <li>• Portion of each morning included wellbeing interventions delivered by LSA who undertook Thrive training during the year</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Embed wellbeing interventions and track progress consistently</li> </ul>
LSAs in each KS2 class for a portion of the morning.	<ul style="list-style-type: none"> <li>• Appropriate support for beginning of each day, as well as progress in pupils' reading skills</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Continue LSA support at beginning of each day for PS3</li> <li>• Full time LSA in Y3 to support transition from Foundation Phase to KS2 as well as support raising standards</li> </ul>

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***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.*

None

***Further information (optional)***

Food & Fun

- EEF Teaching & Learning Toolkit shows Summer schools have moderate impact (+3 months)
- 37 pupils accessed Food and Fun during 2025 summer holidays, 62% eFSM