Pencaerau Primary School

"Learning for life"

Pupil Development Grant (PDG) Statement

September 2026



Pupil Development Grant School Statement 2026-27

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.

1.1 School Overview

Detail	Data
School name	*Pencaerau Primary School*
Number of learners in school	*255*
Proportion (%) of PDG eligible learners	*85 (33.3%)** **FSM is lower than in previous years and does not accurately reflect levels of deprivation. Fewer families have registered since the introduction of UFSM.*
Date this statement was published	*01.10.2026*
Date on which it will be reviewed	*September 2027*
Statement authorised by	*Headteacher – Hayley Brady*
PDG Lead	*Headteacher – Hayley Brady*
Governor Lead	*Chair of Governors – Caroline Gleeson*

1.2 Funding Overview

Detail	Amount
PDG funding allocation this financial year	£ 132, 580
Total budget for this financial year	£ 132, 580

Part A: Strategy Plan

Statement of intent

Pencaerau Primary School is a school at the heart of its community, where every individual and their wellbeing is valued and supported. We advocate **"Learning for Life"** and hold high standards and aspirations for all. We believe that deprivation should never be a barrier to learning, and our objective is to give our pupils and their families the knowledge, skills, experiences and support they deserve.

We take a whole-school approach to wellbeing, inclusion and belonging, recognising the impact these have on pupils' readiness to learn, relationships, attendance and attainment. Our PDG supports this through preventative and targeted approaches which enable vulnerable and disadvantaged learners to engage successfully with school.

Through high-quality learning and teaching, we deliver an authentic, broad and balanced curriculum designed around the Four Purposes of Curriculum for Wales. We are committed to ensuring that all pupils make strong progress from their individual starting points and that socio-economic disadvantage does not limit achievement or aspiration.

We use our PDG to secure **equity in outcomes, not simply equality of access**. In 2026–27, this includes a particular focus on strengthening reading, improving attendance, providing timely targeted intervention and ensuring assessment is used effectively to identify need, inform teaching and evaluate the impact of support.

We respect the views of our pupils and provide enhanced learning opportunities that broaden horizons, develop confidence and raise aspirations. We continue to reduce financial barriers to participation so that pupils from low-income households can access the wider experiences available through school.

As a Community Focused School, Pencaerau has established strong and trusting partnerships with families and the wider community. Our accessible, non-judgemental approach enables families to seek support when needed and helps us understand and respond to barriers that may affect children's attendance, wellbeing and learning.

Our Family Engagement Officer plays an important role in strengthening relationships with families, supporting attendance and engagement and connecting families with appropriate services. We work collaboratively with partners to ensure that pupils and their families receive the right support at the right time.

We monitor the impact of PDG-funded provision through our established MER, assessment, attendance, pupil voice and self-evaluation processes, enabling us to identify what is making a difference for pupils and adapt provision where impact is limited.

Intended outcomes

This section outlines the outcomes we continue to prioritise as part of our current strategic plan, along with how we will measure their impact. These outcomes reflect our ongoing commitment to providing the very best for our pupils through approaches we know make a difference.

Given current funding limitations, we place high value on the support this funding provides and remain focused on delivering meaningful improvements for our learners.

Intended outcome	Success criteria
To improve attendance and reduce persistent absence for eFSM pupils. (SDP IA2 – Attendance)	Attendance of eFSM pupils improves from the September baseline. The proportion of eFSM pupils who are persistently absent reduces. Targeted pupils demonstrate improved attendance from their individual starting points. Identified barriers are addressed through timely, targeted support.

To improve reading outcomes and engagement for eFSM pupils. (SDP IA1 – Reading)	eFSM pupils make measurable progress from their individual reading starting points. Gaps in fluency, vocabulary and comprehension are identified and addressed. Targeted reading/literacy provision demonstrates measurable impact for identified pupils. Pupil voice demonstrates increased confidence, engagement and enjoyment in reading.
To provide targeted teaching and intervention that accelerates progress and raises aspirations for identified eFSM pupils. (Links to SDP IA1 & IA3)	Targeted provision is matched to pupils' identified needs and starting points. • Targeted literacy teaching supports identified pupils in Years 4 and 5 to make measurable progress. • Precision mathematics groups provide increased challenge for identified more-able pupils in Years 5 and 6, including eFSM learners. • Assessment demonstrates measurable progress from individual starting points. • Pupil voice demonstrates increased confidence and aspiration.
To improve wellbeing, engagement and readiness to learn for identified eFSM pupils. (Links to SDP IA2 – Inclusion/Attendance)	Identified pupils access appropriate ELSA, Thrive, Forest School or pastoral provision according to need. • Pupil voice and staff evidence demonstrate improvements in confidence, resilience, wellbeing and/or engagement. • Targeted pupils demonstrate improved readiness to learn and participation in school life. • Support is reviewed regularly and adapted according to impact.
To continue to strengthen engagement with families and address barriers associated with socio-economic disadvantage. (SDP IA2 / Community Focused Schools)	Priority families receive timely and appropriate support from the school/FEO. • Families are supported to identify and address barriers affecting attendance, engagement and learning. • Family engagement contributes to improved outcomes for identified pupils. • Families are effectively connected with appropriate school, community and multi-agency support.
To ensure eFSM pupils have equitable access to enriched learning experiences that broaden horizons and raise aspirations.	Financial disadvantage does not prevent pupils from participating in educational visits and enrichment opportunities. • eFSM pupils access a broad range of enhanced learning experiences alongside their peers. • Pupil voice demonstrates increased confidence, interests and aspirations.

	• Participation and engagement of identified pupils are monitored to ensure equitable access.
To ensure PDG-funded provision leads to demonstrable and sustainable improvements for eFSM pupils. (SDP IA3 – Self-Evaluation)	DG-funded provision is evaluated through established assessment, attendance and MER processes. • Leaders can identify what has changed for pupils as a result of funded provision. • Progress of targeted pupils is monitored beyond individual interventions where appropriate. • Funding and provision are refined where evidence of impact is limited

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

- 1 x 0.5 Teaching Assistants to support Early Years Development and intervention
- 1 x Teaching Assistant to support targeted Reading intervention with pupils in PS2 and PS3
- 1 x 0.5 Teacher to deliver targeted mathematics provision for identified MAT pupils, including eFSM learners
- 1 x 0.5 Teacher to support the delivery of Forest School
- Enhanced Learning Opportunities (Swimming, Kinetic Theatre School and Cardiff City)
- Family Engagement Officer (0.70)
- 1 x 0.2 'Wellbeing' teaching assistant to deliver ELSA and Thrive interventions
- Targeted access to Music Qualifications for identified pupils
- Attendance Improvement and Recognition

We believe the planned activities align closely with the intentions of the Pupil Development Grant, as outlined in the Welsh Government's Guide to the Pupil Development Grant.

Learning and teaching

Budgeted cost: *£98, 773*

Activity	Evidence that supports this approach
1 x 0.5 Teaching Assistants to support Early Years Development and intervention £15, 968	The foundations for progress towards the four purposes of Curriculum for Wales begins in early years. Enabling learning - Hwb (gov.wales) Early Childhood Play, Learning and Care Plan in Wales (Detailed version) ECPLC / Curriculum for Wales guidance documents - NDNA
1 x Teaching Assistant to support targeted Reading intervention with pupils in PS2 and PS3 £25, 801	Evidence indicates that targeted, structured reading interventions, when matched to pupils' identified needs and delivered consistently, can have a positive impact on reading outcomes

	Estyn – English language and literacy in settings and primary schools Estyn – Reading: For learners, for Wales Welsh Government – Pupil Development Grant overview
1 x 0.5 Teacher to deliver targeted mathematics provision for identified MAT pupils, including eFSM learners £24, 352	Estyn highlights that more able pupils eligible for FSM do not perform as well as other more-able pupils, supporting targeted provision that provides appropriate challenge and enables disadvantaged MAT learners to fulfil their potential. Estyn – Supporting More Able and Talented pupils
1 x 0.5 Teacher to support the delivery of Forest School £24, 352	Forest School and outdoor learning can positively support wellbeing, confidence, resilience, engagement and social development, helping vulnerable and disadvantaged learners engage more effectively with school. National Resource Wales Forest Research – Forest Schools: impact on young children
Enhanced Learning Opportunities: £8300	The Centre for Young Lives report (2025) shows a positive link between enrichment activities and improved school attendance, especially for disadvantaged pupils. Activities like sports, arts, and adventures away from home The Education Endowment Foundation (EEF) finds that arts participation (e.g. drama, music, theatre) can lead to +3 months of academic progress, particularly in literacy and maths

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: £ 25, 902

Activity	Evidence that supports this approach
Family Engagement Officer (0.70)	Community Focused Schools [HTML] | GOV.WALES Family and community engagement toolkit: welcoming families to engage with the school | GOV.WALES

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £7,999

Activity	Evidence that supports this approach

1 x 0.2 'Wellbeing' teaching assistant to deliver ELSA and Thrive interventions £5,599	Targeted social and emotional support can improve pupils' emotional regulation, wellbeing, relationships and readiness to learn, particularly where these present barriers to engagement and attendance. About ELSA – ELSA Network Impact of Thrive | The Thrive Approach
Targeted access to Music Qualifications for identified pupils £1800	Targeted access to music tuition and qualifications helps remove financial barriers to participation, while supporting **achievement, confidence and aspiration** for disadvantaged learners. Welsh Government – National Plan for Music Education Education Endowment Foundation – Arts participation
Attendance Improvement and Recognition £600	Recognition of **improved attendance from individual starting points** can reinforce positive attendance behaviours and support engagement, particularly when used alongside targeted work to understand and address barriers. Welsh Government – School attendance guidance

Total Budgeted Cost	*98, 773*
	25, 902
	7,999
	£132, 674

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
Teaching Assistants to support Early Years development and intervention	Additional staffing enabled pupils, including those eligible for eFSM, to access targeted support from their individual starting points. Enhanced adult support contributed to pupils' readiness to learn, early skill development and engagement. Assessment and practitioner observations were used to identify need and adapt provision.
Targeted Literacy and Numeracy intervention	Targeted intervention provided additional support for pupils identified through assessment as requiring further consolidation or intervention. Provision enabled staff to address identified gaps and provide additional opportunities to practise and embed key literacy and numeracy skills. Entry and exit assessment demonstrated progress for identified pupils.

Family Engagement Office	The FEO continued to provide an important link between school, families and wider services, particularly for families experiencing barriers to engagement and attendance. Targeted contact, practical support and established relationships enabled earlier identification of need and supported families to engage positively with school. Learning from this work has informed the school's more targeted attendance approach for 2026–27.
Wellbeing TA – ELSA and Thrive interventions	Targeted ELSA and Thrive provision supported pupils where emotional wellbeing, regulation and relationships presented barriers to learning and engagement. Individual and small-group support provided pupils with strategies to manage emotions, build confidence and engage more successfully with school.
Enhanced Learning Opportunities – including swimming, Kinetic Theatre School and Cardiff City	PDG funding reduced financial barriers and enabled disadvantaged pupils to participate in high-quality experiences alongside their peers. Opportunities across sport, arts and wider enrichment supported engagement, confidence and aspiration and ensured socio-economic disadvantage did not restrict access to the school's wider curriculum offer.
Online Learning Subscription	Continued access to online learning supported pupils to **practise and consolidate key skills beyond direct classroom teaching** and provided additional opportunities for learning at home. This contributed to the school's aim of ensuring disadvantaged pupils have equitable access to learning resources.

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
Primary League Primary Stars	Cardiff City Foundation
Kinetic Theatre School	Kinetic Theatre Company
Swimming	Better Leisure Centres
Music	Music Examination Board

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.

- Universal Free School Meals are encouraged
- Uniform Shop
- Pencaerau Pantry
- Educational Visits are subsidised
- Education Visit yearly payment plan

- Low Cost Family Events
- Free celebration events e.g. Christmas Parties and Summer Fun Day
- Curriculum enrichment through 'Free' After School Clubs
- Music Therapy for targeted pupils
- Free Music tuition for targeted pupils