Pupil Development Grant School Statement template

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	St Joseph's RC Primary School
Number of learners in school	82
Proportion (%) of PDG eligible learners	24.5%
Date this statement was published	07/09/26
Date on which it will be reviewed	Sept 2027
Statement authorised by	Mr J McMorrow
PDG Lead	Mr J McMorrow
Governor Lead	Mr R Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£31,050
Early Years PDG	£9,200
Total budget for this academic year	£40,250

Part A: Strategy Plan

Statement of intent

- To narrow the gap between attainment of FSM and non-FSM pupils and those pupils from lower income families.
- St Joseph's RC Primary school is situated in an area of high deprivation. Ensure that families have financial support available for residential trip in July 2027. All eligible pupils will have access to reduced cost school trips.
- We will identify groups of learners who may be targeted for small group intervention and have access to programmes such as Mathletics, Reading Eggs, NESSY and others.
- PDG eligible pupils will have the opportunity to represent the school through a broad and varied range of pupil voice groups including Digital Leaders, School Council, Schools' Grand Council , Eco Committee, Criw Cymraeg.
- Through tracking, ensure FSM pupils have the support they need to achieve their full potential.

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
To close the gap in attainment in reading between eFSM pupils and non eFSM through online programmes and direct intervention teaching.	Nearly all PDG eligible pupils to make at least expected progress in reading. To be measured using combination of National Test Data, GL assessments, Accelerated Reader and school tracking systems. Attainment gap to narrow over time.
To offer wellbeing and emotional support to eFSM pupils through programmes such as ELSA and weekly visits to Sirhowy Woodlands.	As a result, identified pupils will demonstrate increased engagement in learning and an improvement in their wellbeing. This will have a positive impact on attendance rates and classroom-based engagement.
PDG funding will be used to reduce barriers to learning and ensure that disadvantaged pupils have equitable access to high quality teaching, intervention programmes , well-being support and enrichment opportunities.	Most disadvantaged pupils are supported to engage fully in school life and learning. Most pupils will demonstrate improved wellbeing and progress. Gaps in attainment will be narrowed.
To fund staff to deliver small group interventions and provide ELSA provision for all pupils in the school.	ELSA provision and small group interventions to be provided by part funded members of staff. To result in

	pupils more focused, better behaviour and academic outcomes.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £34,642

Activity	Evidence that supports this approach
Bespoke Teaching Assistant support to provide intervention programmes and small group classroom-based support for numeracy.	Outcomes and learner evidence from National Numeracy and Reasoning data shows that nearly all eFSM pupils made at least expected progress in the tests and nearly all performed at above 85 in standardised scoring by summer 2026. EEF shows moderate impact for low cost.
PDG to be used for delivering improvement in phonological awareness.	Half termly tracking of pupils using Monster Phonics scheme and teacher tracking data shows progress over time for targeted pupils in phonological development and reading in pupils from Reception – Year 3.EEF shows that phonics is high impact for low cost based on very extensive evidence. Pupils have been shown to make more progress using Monster Phonics than RWI (small study of 10 schools in Wales).
Funding will be used to deliver additional reading support for identified pupils in PS2/3 who require intervention to accelerate progress in reading.	Most pupils identified as requiring additional support make expected progress in reading from their individual starting points. Many pupils show increased confidence and independence when accessing the curriculum. Majority of pupils in target groups to make progress in reading and demonstrate improved engagement with learning. 2025-26 summer reading test data showed that all pupils performed at greater than 85 in reading.

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: £4,500

Activity	Evidence that supports this approach
Funding to be provided where required to provide release time and resources to enable staff to plan, deliver and facilitate family learning and parental engagement activities. Emphasis to be placed on supporting reading through activities such as home school packs.	EEF shows that parental engagement is moderate impact for very low cost based on extensive research. Many parents and carers of targeted pupils to engage in opportunities offered by the school. Most pupils will develop positive attitudes towards reading and participate in regular reading activities both at home and in school.
Subsidise activities for eligible pupils.	All pupils will be given equal opportunities to participate fully in school trips and enrichment experiences, regardless of their financial circumstances.

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach
Funding will support a range of enrichment opportunities including outdoor learning experiences, extra-curricular sport and swimming.	Most pupils accessing outdoor learning opportunities demonstrate improved confidence, social skills and engagement with learning. Most of these pupils also report more positive well-being and a stronger sense of belonging within the school community.
PDG funding will be used to deliver targeted emotional literacy, wellbeing and nurture-based interventions for	Most pupils accessing wellbeing and emotional literacy support demonstrate improved emotional wellbeing, self-regulation and resilience. Many pupils show increased readiness to learn and greater engagement in classroom activities.

vulnerable learners and those eligible for eFSM. Provision will include ELSA-informed approaches, wellbeing support, social and emotional learning programmes, and targeted activities designed to improve attendance, engagement and readiness to learn.	Most targeted pupils demonstrate improved attendance and reduced barriers to learning as a result of enhanced wellbeing support.

Total budgeted cost: £ 40,142

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 2026academic year.

Activity	Impact
The school's use of the PDG had a positive impact on the progress, well-being and engagement of disadvantaged pupils in 2025-26. Funding was used to address barriers to learning through literacy/numeracy interventions, well-being support and professional learning.	Gaps in attainment had been reduced as evidenced by both GL assessment data and national test data by summer of 2026.
Small group interventions to support pupils' literacy and numeracy development, e.g. Monster Phonics, Nessy and White	Results from end of year personalised assessments carried out indicate that in reading 97% of pupils throughout the school scored above 85. Over 90% of the pupils targeted through support, made progress from their starting point in numeracy procedural.

Rose Maths.	
Vulnerable pupils identified and supported through a range of well-being programmes.	All pupils involved in the programmes felt that they benefitted from them. 100% of pupils who participated in ELSA stated that they felt the programme was beneficial to them . 100% of pupils who participated in the Sirhowy Woodland engagement felt that it had a positive impact on their well-being.

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**
Nessy Reading and Spelling	NESSY
Residential Trip	Urdd Llangrannog
Mathletics & Reading Eggs	3P learning
Accelerated Reader	Renaissance
Monster Phonics	Monster Phonics