

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the Pupil Development Grant (PDG) for the **2025–2026 PDG funding period (1 April 2025 – 31 March 2026)**.

Although PDG is allocated on a financial-year basis, the impact and evaluation align with the **2025–2026 academic year**, ensuring continuity of provision and reporting.

It outlines our strategy, how we intend to spend the funding during this period, and the effect that previous spending had within our school.

School Overview

Detail	Data
School name	Portmead Primary School
Number of pupils on roll	232
Proportion (%) of PDG eligible pupils	39.7%
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Governing Body
PDG Lead	Allison Evans
Governor Lead	Matthew Davies

Funding Overview (PDG Allocation 2025–2026)

Detail	Amount
PDG funding allocation	£150,259
eFSM	£92,000
Early Years (EY)	£24,150
Smoothing Fund	£31,050
Smoothing Fund – remaining allocation	£3,059
Total available PDG resources	£150,259

Part A: Strategy Plan

Statement of Intent

At Portmead Primary School, we use the Pupil Development Grant to narrow the gap in attainment, progress and wellbeing between PDG-eligible pupils and their peers.

Funding is directed towards high-quality teaching, targeted intervention, wellbeing support and family engagement. Progress is tracked on a pupil-by-pupil basis, ensuring timely support that removes barriers linked to poverty, attendance and emotional wellbeing.

Our overarching aim is for PDG pupils to make good progress against individual targets and to feel confident, resilient and engaged in school life.

Intended Outcomes

Intended outcome	Success criteria
Reduce the attainment gap through targeted academic and wellbeing support	<ul style="list-style-type: none"> Regular pupil progress meetings demonstrate improved attainment and wellbeing outcomes for PDG pupils
<ul style="list-style-type: none"> Improved literacy, numeracy and wellbeing indicators 	
Improve attendance and engagement	<ul style="list-style-type: none"> Attendance of PDG pupils improves year on year
<ul style="list-style-type: none"> Families engage positively with support and intervention 	
Ensure pupils are not disadvantaged by social or emotional barriers	<ul style="list-style-type: none"> Appropriate interventions lead to improved Boxall, reading, spelling and maths age scores
<ul style="list-style-type: none"> Reduced need for targeted intervention over time 	

Activity in this PDG period (April 2025 – March 2026)

Learning and Teaching

Budgeted cost: £120,259

Activity	Evidence supporting this approach
Targeted intervention groups	Identified through Boxall profiles, WellComm, teacher assessment and data tracking. Impact monitored through pupil progress meetings and termly reviews.
In-class support and reduced adult:pupil ratios	Smaller class sizes and targeted TA support support universal provision and accelerate progress for vulnerable learners.
Outdoor learning and Forest School	Research evidences improved engagement, motivation, resilience and wellbeing through experiential learning.

Activity	Evidence supporting this approach
provision	
Curriculum visits, visitors and residential opportunities	Enrich learning experiences, raise aspirations and improve engagement through purposeful curriculum enhancement.

Community Schools / Wellbeing Support

Budgeted cost: £30,000

Activity	Evidence supporting this approach
Targeted support through Family Inclusion Officer and wellbeing team	Supports the Welsh Government Community Focused Schools agenda, improving attendance, wellbeing and parental engagement.

Wider Strategies

Budgeted cost: Included within staffing allocation

Activity	Evidence supporting this approach
Whole-school approach to mental health and wellbeing	Consistent approaches support emotional regulation, behaviour and readiness for learning.

Total PDG budgeted cost: £150,259

Part B: Review of Outcomes from the Previous Academic Year (2024–2025)

PDG funding supported improved engagement, wellbeing and progress for targeted pupils. Attendance monitoring and family support reduced persistent absence, while intervention programmes improved academic and emotional outcomes. Many pupils successfully transitioned back to universal provision.

Externally Provided Programmes (2024–2025)

Programme	Provider
Boxall Profile	Nurture Group Network
WellComm	GL Assessment

Further Information

PDG funding complements wider school improvement priorities, including high-quality teaching, inclusive practice and community engagement. Where appropriate, PDG is aligned with other funding streams to maximise impact and sustainability.