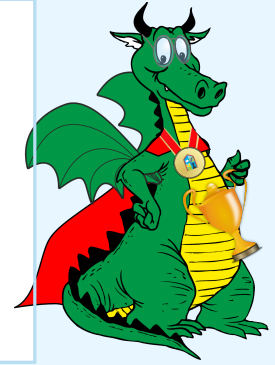


PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

2026 - 2027

Removing barriers. Raising aspirations.
Improving outcomes.

Our Pupil Development Grant strategy sets out how Portmead uses additional funding to support learners affected by poverty and disadvantage, and how we evaluate the difference that investment makes.



School overview

School name	Portmead Primary School
Number of pupils on roll	211 (188 full-time, 23 part-time)
Current FSM proportion	49.4% (Reception-Year 6; 93 pupils)
Statement published / updated	October 2026
Review point	March 2027
Statement authorised by	Governing Body
PDG Lead	Allison Evans
Governor Lead	Matthew Davies

Funding overview - 2026-2027

Detail	Amount
PDG grant income	£146,699
PDG-coded teaching provision	£31,486
PDG-coded support staff provision	£141,555
Additional PDG expenditure budget	£5,000
Total planned PDG-related provision	£178,041
School contribution above grant income	£31,342

Important: the 49.4% figure is the school's current FSM proportion and is shown as contextual information; it is not presented as the PDG eligibility percentage. The grant income figure is taken from the school's revised 2026-27 budget.



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 disadvantaged 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 pupils supported through PDG provision to make good progress against individual targets and to feel confident, resilient and engaged in school life.

1. Reading	2. Assessment and independence	3. Attendance, engagement and belonging	4. Wellbeing and personal development
Develop strong early reading skills and a love of reading.	Identify need, track progress and provide the right support at the right time.	Improve attendance, reduce persistent absence and strengthen inclusion.	Remove social and emotional barriers so pupils are ready to learn.

Intended outcomes and success criteria

Intended outcome	Success criteria
Reduce the attainment gap through targeted academic and wellbeing support	Regular pupil progress meetings demonstrate improved attainment and wellbeing outcomes; literacy and numeracy measures improve from individual starting points.
Improve attendance and engagement	Attendance improves over time for identified pupils; persistent absence is challenged; families engage positively with support and intervention.
Ensure pupils are not disadvantaged by social or emotional barriers	Appropriate interventions improve wellbeing, communication, reading, spelling and maths indicators; pupils increasingly access universal provision successfully.
Increase equity of opportunity	Pupils participate in curriculum visits, enrichment, outdoor learning and wider experiences without financial disadvantage.





How the funding will be used

Our revised budget shows significant PDG investment in staffing. This is supplemented by wider school resources so that provision can be sustained at the level required by our pupils.

Activity	How it supports pupils / evidence
Targeted teaching and intervention groups	Identified through assessment, pupil progress information and pupil-level need. Impact is monitored through progress meetings and intervention reviews.
In-class support and reduced adult:pupil ratios	Targeted teaching assistant support strengthens universal provision and accelerates progress for vulnerable learners.
Outdoor learning and Forest School	Experiential learning supports engagement, motivation, resilience and wellbeing.
Curriculum visits, visitors and enrichment	Purposeful curriculum enhancement raises aspirations, widens experiences and improves engagement.
Family inclusion and wellbeing support	Targeted work with families supports attendance, wellbeing and parental engagement.
Whole-school mental health and wellbeing approaches	Consistent approaches support emotional regulation, behaviour and readiness for learning.

How we monitor impact

IDENTIFY

Use assessment, attendance, wellbeing and professional knowledge to identify need.

ACT

Match provision, staffing and support to the barrier identified.

REVIEW

Check progress and impact through pupil progress and provision reviews.

ADAPT

Continue, refine or stop provision according to evidence of impact.

Alignment with school improvement

PDG provision supports Portmead's wider 2026-27 priorities, particularly reading, assessment and independence, and attendance, belonging and wellbeing. Funding decisions are reviewed alongside school improvement evidence so that grant-funded activity remains focused on measurable pupil need and sustainable improvement.



Part B - Review, accountability and impact

The impact of PDG spending is reviewed throughout the year rather than only at the end of the funding period. Leaders consider quantitative evidence alongside the lived experience of pupils and families.

What we review	Evidence used	When
Attainment and progress	Teacher assessment; reading, spelling and maths measures; pupil progress information	Termly
Attendance and persistent absence	Whole-school and pupil-level attendance information	At least half-termly
Wellbeing and engagement	Wellbeing information where used; behaviour; engagement; pupil voice	Termly / as required
Intervention effectiveness	Entry and exit measures; progress against targets; staff review	Each intervention cycle
Family engagement	Contact; support plans; attendance meetings; case outcomes	Ongoing
Value for money	Deployment; staffing costs; provision impact and sustainability	Termly / year end

Review of outcomes from the previous academic year (2025-2026)

The previous strategy identified improved engagement, wellbeing and progress for targeted pupils. Attendance monitoring and family support contributed to reductions in persistent absence for some pupils, while academic and emotional interventions supported pupils to make progress and, where appropriate, return successfully to universal provision.

Externally provided programmes previously referenced include the **Boxall Profile** (Nurture Group Network) and **WellComm** (GL Assessment). These tools continue to inform provision where appropriate.

Our commitment

We will continue to use PDG flexibly and responsibly, directing resources towards the barriers that matter most for our children. Decisions will be evidence-informed, regularly reviewed and linked closely to our school improvement priorities.

Authorised by: Governing Body **PDG Lead:** Allison Evans **Governor Lead:** Matthew Davies