

Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 2026 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	Waun Wen Primary School
Number of learners in school	192
Proportion (%) of PDG eligible learners	43%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs C Nicklin
PDG Lead	Mrs C Nicklin
Governor Lead	Mrs L Barnsley

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£129,286
Total budget for this academic year	£1,081,251

Part A: Strategy Plan

Statement of intent

At Waun Wen Primary School, our aim is to use the Pupil Development Grant to remove the barriers to learning and give this group of learners the opportunity to improve their outcomes in their learning. In Waun Wen, we use programmes to support pupils' well-being and help to remove the barriers that make it more difficult for them to learn.

Learners are individually tracked to ensure that the interventions are targeted and effective and lead to positive outcomes.

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
Improved attendance and punctuality	Attendance and punctuality improve
Improved engagement of targeted vulnerable families	Regular meetings take place to support families. PSO supports the families and pupils in need of support. Liaises with other agencies who can also offer support.
Improve identified pupils' literacy and numeracy skills	Most identified learners are making expected or above expected progress from their starting point in literacy and numeracy.
Improved support for early language intervention	Support has been provided by Speech and Language Therapist to identified learners
Improve wellbeing and emotional health of identified pupils	Wellbeing and emotional support provided when appropriate

Activity in this academic year

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

- Pastoral support for pupils
- Pastoral support for families
- Wellcomm intervention
- Speech and language interventions
- Additional Learning Needs support
- Literacy intervention
- Maths catch up

Learning and teaching

Budgeted cost: £ 110,285

Activity	Evidence that supports this approach
<p>Attendance Officer to:</p> <ul style="list-style-type: none"> • Promote and monitor attendance and punctuality • PSO to provide support for vulnerable families 	<p>Improved attendance and punctuality of targeted pupils</p> <p>Attendance officer meets with families to discuss their needs and signposts them for support with other agencies or from within the school.</p>
<p>Intervention programmes for identified learners:</p> <ul style="list-style-type: none"> • Emotional health and wellbeing support for all pupils including Trauma support from TIS trained practitioners • DCD support groups for children from Nursery up to Year 6. support for gross and fine motor skills • Just Right State activities to promote self-regulation throughout the school • JRS groups from Y3 and new arrivals • Language link for identified pupils from year 1 to year 6 • Well Comm support for pupils in Nursery, Reception, and Year 1 • Literacy programmes individual and small groups for phonics, reading and maths 	<p>Effective interventions delivered to address the needs of the identified pupils.</p> <p>Termly meetings to monitor the progress of learners and identify barriers that learners may have which have not yet been identified.</p> <p>eFSM and other vulnerable or identified learners progress monitored to ensure appropriate support is in place.</p>

<ul style="list-style-type: none"> • Social communication group for pupils with ASD and social communication difficulties • Mental maths activities (TTRS and Sumdog) to improve computational maths • ELSA support for identified pupils 	
<ul style="list-style-type: none"> • Educational visits 	Subsidised transport and entry costs for eFSM pupils to ensure equity

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: £ 12,000

Activity	Evidence that supports this approach
Pastoral Support Officer to hold coffee mornings with parents to focus on improving emotional awareness, wellbeing and for families to feel supported and included in the whole school	Emotional awareness enables the pupils and families to recognise and address emotions. Families feel supported and can be signposted to external support where needed.
PSO oversees Pop UP Shop which provides food and cleaning products for families that need some support.	All pupils and families can access the shop for food and products Second hand uniform is available.
After school gardening club for children to grow vegetables and plants, working alongside a community group in local garden	Emotional wellbeing from being outside improves. Children have a sense of belonging in their community. Communication skills improve through the sessions

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

Budgeted cost: £ 7001

Activity	Evidence that supports this approach
Pastoral wellbeing support for pupils	Improved self-esteem, wellbeing, emotional health
Ensure all pupils are able to have a healthy snack each day	Piece of fruit for each pupil, promote healthy eating, wellbeing and self –esteem. Ensure pupils are not hungry in the school day.
Residential visit	Subsidised costs for eFSM pupils to ensure they can access the residential

Total budgeted cost: £ 129,286

Part B: Review of outcomes in the previous academic year

PDG outcomes 2023 - 2024

Throughout the year there has been support for increasing FSM numbers. Increasingly families are finding the cost-of-living crisis is impacting negatively on their lifestyle and are needing support.

Programmes in school support pupils with additional learning needs and those in need of emotional support. The school utilised additional staffing to provide this support.

Strong transition links are in place for identified pupils when they move to secondary school and additional activities are arranged to support the transfer.

- Tracking of progress of eFSM pupils and group data shows nearly all pupils are on track with their progress or above.
- Baseline data for entry to Nursery and Reception shows that starting points are well below average. Planned support is introduced immediately and pupils make strong progress. This is evident in termly PPRs, data and evidence in pupil's work.
- Personalised assessments indicated the progress made by pupils
- Most pupils who received catch up maths intervention made strong progress
- Pupils who received Toe by Toe literacy support made strong progress

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
Reading Eggs	3P Learning
Speech and Language Link	Speech Link Mulitmedia Ltd
Wellcomm Primary	NELI programme

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.