



Pupil Development Grant 25-26 Whitchurch Primary School

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.

School Overview

Detail	Data
School name	Whitchurch Primary School
Number of learners in school (October 2025)	66
Proportion (%) of PDG eligible learners	11%
Date this statement was published	1.10.25
Date on which it will be reviewed	Termly
Statement authorised by	K Watkins
PDG Lead	K Watkins
Governor Lead	S Rowlands & R Karamouzis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£93,630
Total budget for this academic year	£93,630

Part A: Strategy Plan

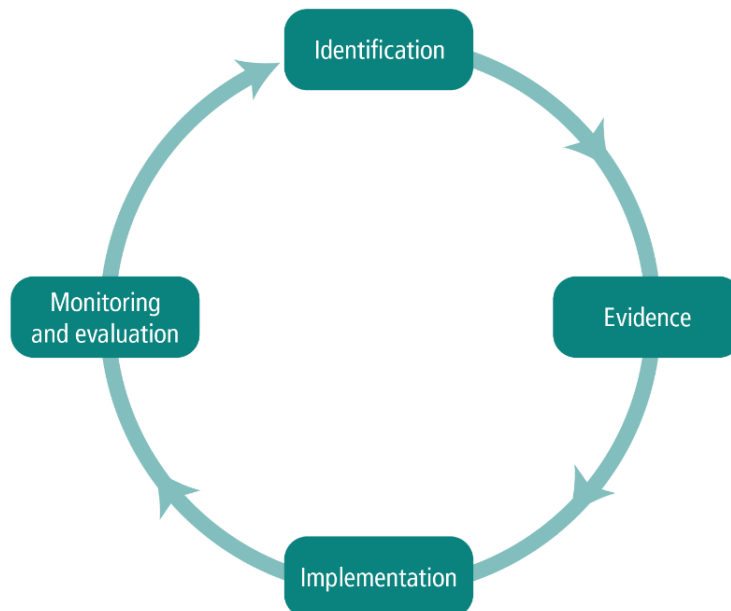
Statement of intent

Key objectives:

- Improved outcomes of FSM pupils and vulnerable learners.
- Improved levels of attendance of targeted pupils.
- FSM and vulnerable learners access wellbeing intervention, including Thrive, to support social and emotional development enabling increased engagement in learning.
- FSM and vulnerable learners access high quality bespoke interventions in literacy and numeracy to secure progress towards realising their expected outcomes.
- Offer provision to enrichment activities to further support engagement and development of skills and talents, life opportunities e.g. music tuition, club attendance, pupil voice groups, residential trips.

The purpose of the Pupil Development Grant (PDG) funding at Whitchurch Primary is to make a lasting impact on outcomes for disadvantaged learners. The third enabling objective from the national mission is to ensure we have strong and inclusive schools committed to excellence, equity and wellbeing and it is essential that there is a whole school approach to improving outcomes for pupils entitled to free school meals.

The 4 stages are as follows:



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
<p>1. Improved attendance and narrowing the gap between FSM and non FSM attendance</p>	<p>Improved overall % attendance compared to 24-25.</p> <p>Narrow the gap for FSM and non FSM attendance.</p> <p>Reduced lateness and holiday absence for FSM and vulnerable pupils</p> <p>Individual families engage with staff understanding the importance of being in school every day.</p> <p>Partnership working with external services to provide support mechanisms for families to secure attendance. For example:</p> <p>Individual families engage in targeted family support e.g. Attendance Office, Team around Child attendance meetings, Cardiff Family Gateway and Early Help services and health professionals such as nurses and health visitors.</p>
<p>2. Learning outcomes; FSM and vulnerable pupils make expected progress in literacy (speaking and listening, reading and writing)</p>	<p>Progress from initial starting points (assessment data and pupil progress meetings)</p> <p>Improved Speech and language links data.</p> <p>Improved Wellcomm data.</p> <p>Keep up phonics/ CLIP/ 1:1 reading- pupils catch up and maintain progress at age expected level, and improve fluency and comprehension skills.</p> <p>Quality daily reading and additional 1:1 reading improves enjoyment of reading and reading ethos.</p> <p>Improved home and school reading relationships.</p> <p>Parents/carers attend reading workshops with their children.</p>
<p>3. Learning outcomes; FSM and vulnerable pupils make expected progress in mathematics, especially in developing</p>	<p>Progress from initial starting points (assessment data and pupil progress meetings).</p> <p>Daily quality math fluency lessons for all pupils and targeted pre teach maths and fluency maths sessions show improved confidence and ability to apply fluency and</p>

and applying fluency skills	<p>strategic competency skills to procedural and reasoning activities.</p> <p>Improved self esteem in maths as shown in engagement in lessons and interventions.</p>
4. Wellbeing; Improved social and emotional wellbeing ensuring engagement in learning	<p>Pupil questionnaires and PASS data shows that pupils feel safe and happy in a school environment.</p> <p>Pupils increase levels of self esteem.</p> <p>Improved understanding of one's own and emotions of others and able to regulate one's own emotions.</p> <p>Develop strategies to promote their own mental health and wellbeing.</p> <p>Thrive profiles show progress.</p> <p>Successful engagement in Jigsaw, RSE and Thrive sessions.</p> <p>Successful engagement in wider areas of school life e.g. breaktimes, pupil voice groups, clubs and teams.</p>
5. Opportunities to access and participate in wider life skills and opportunities	<p>High number of FSM and vulnerable pupils attending lunchtime and after school clubs, accessing music tuition, joining sports teams, attending residential trips.</p> <p>Membership and involvement in pupil voice groups.</p>

Activity in this academic year

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

- Bespoke wellbeing interventions implemented to support individual social and emotional needs. This will include Thrive support and lunchtime wellbeing clubs.
- Small group or 1-1 mastery tuition to consolidate basic skills in phonics, speech and language, reading, writing and number.
- Use of a support staff to lead reading interventions with a focus upon decoding and comprehension through CLIP.
- Use of support staff to implement writing interventions through CLIP.
- Speech and language and Wellcomm bespoke and 1:1 support.
- Time for THRIVE staff to attend network meetings and updated training.
- Professional learning for interventions e.g. Speech and language links, Phonological Awareness Training, Popat, CLIP reading and writing.
- Support for the attendance team to liaise with the School Attendance officer and attend Team Around Child meetings and undertake detailed attendance analysis.
- Ensuring additional opportunities such as music, residential trips, pupil voice group representation undertaken for all pupils.

• Loaning high quality reading books and learning to read books to ensure provision is free and accessible to all learners.

Learning and teaching / Wellbeing

Budgeted cost: £87,630

Activity	Evidence that supports this approach
1-1 or small group support	Additional staff to support high quality teaching and learning through bespoke interventions for identified learners – intervention data. Pupil progress data.
<i>Wellbeing groups and lunchtime clubs</i>	Pupil questionnaires. PASS. Engagement in lessons. Pupil progress data
<i>CLIP reading and writing</i> <i>1:1 reading and writing</i> <i>Phonics keep up interventions</i>	Intervention data Pupil progress data for literacy Engagement in reading Fluency and comprehension skills data
<i>Reading books</i>	Equality of provision Enjoyment of reading Reading progress and pupil progress meetings data
<i>Maths</i>	Intervention data Pupil progress data Engagement in lessons
<i>Speech and language</i>	Wellcomm data Speech and language links data
<i>Wider provision and enrichment</i>	Attendance and participation in: Breakfast club Lunchtime/ after school clubs and sports Music provision/ Choir Attendance of trips and residentials Pupil Voice Group Participation

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: £ 1000 (*Attendance TAC meetings, resources for reading workshops*)

Activity	Evidence that supports this approach
Well attended Parent Engagement sessions and workshops	Parent evenings attended Parents and carers attend reading workshops and curriculum celebration events
<i>Engagement with external agencies</i>	Attendance to TAC meetings, meetings with school nurse Number of Early Help referrals. Attendance and completion of courses through Cardiff Adult Learning

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach
Thrive training	Thrive data
CLIP training	Phonics data Reading data Writing progress
Behaviour EP training	PASS and wellbeing questionnaires- pupils Thrive data
Speech and Language links training	Speech and Language Link data
Bristol Literacy Hub	Reading data Writing progress
AoLE literacy team	Coaching and mentoring: impact on teaching and learning (Performance Management) Pupil data; oracy, reading and writing
Wider experiences	Club data Music / choir data

	Residentials and trips attendance Participation and data of pupil voice groups
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Total budgeted cost: £ 93,630

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 2024 to 2025 academic year:

Activity	Impact
To effectively support the mental, emotional and social wellbeing of all pupils	<p>Enhancing Thrive, Nurture provision and other interventions such as 'ELSA' to support and enhance pupil well-being.</p> <p>Providing additional staffing & resources at break/lunchtimes in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem</p> <p>The majority of FSM pupils made progress within Thrive action plans and; 18 FSM pupils had specific THRIVE interventions. 16 of these pupils made progress.</p> <p>Additional members of staff trained to deliver Thrive; 9 staff members trained to ensure capacity is met.</p>
Literacy and numeracy	<p>Implementing and using data tracking systems to identify learners' needs, target interventions and monitor impact.</p> <p>Developing expertise of staff to meet needs of disadvantaged learners' catch up provision, other interventions using bespoke support as identified by staff.</p> <p>A high proportion of FSM and vulnerable pupils receive additional interventions for maths, literacy and speech and language. Intervention data shows that nearly all these pupils made progress in interventions and WGT.</p>
Attendance	<p>Overall School Attendance finished at 94.5%</p> <p>Free School Meal Attendance increased from 88% to 90.5%</p>
Wider enrichment	<p>Supplementing the funding of school visitors, therefore removing barriers to access to enhanced opportunities</p> <p>Supplementing the cost of music tuition, trips, after school clubs and residential trips to enable all children to participate.</p>

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
Wellbeing	Thrive Approach
Numbots and TTRS	Maths Circle
Unlocking Letters and Sounds	Ransom
Seesaw	Seesaw Education
Bristol University	Jane Carter and Cerys Stevens
CSC training	Welsh Government