

Pupil Development Grant School Statement

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.

School Overview

Detail	Data
School name	George Street Primary School
Number of learners in school	400
Proportion (%) of PDG eligible learners	31%
Date this statement was published	21.09.26
Date on which it will be reviewed	September 2027
Statement authorised by	Keri Manley (Headteacher)
PDG Lead	Keri Manley (Headteacher)
Governor Lead	Dan James

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£131,738
EYPDG	£24,150
Total budget for this academic year	£155,888

Strategy Plan

Statement of intent

The Pupil Development Grant (PDG) is given to schools in Wales and aims to tackle the impact of deprivation and disadvantage on educational attainment. Funding is based on a per pupil basis and is designed to specifically support the progress of pupils in receipt of free school meals (FSM).

At George Street, it is our intention to:

- Support pupils to feel safe, happy and secure high levels of wellbeing
- Provide wellbeing interventions, by trained staff, so pupils are ready to learn
- Provide support to raise standards, particularly in literacy and number skills through different interventions and platforms
- Appropriately adapt and differentiate teaching and learning to meet the needs of pupils
- Provide FSM pupils with the same opportunities and experiences as non FSM pupils
- Improve family and community engagement through a range of activities

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
Vulnerable pupils receive targeted support to strengthen their social and emotional development, enabling them to engage more confidently and effectively in learning, including through the use of Thrive practitioners.	Identified pupils demonstrate measurable improvement in social and emotional wellbeing (e.g. Thrive assessments or similar tracking). Increased levels of engagement in lessons, evidenced through teacher observations and reduced barriers to learning. Reduction in incidents linked to emotional dysregulation or disengagement.
Regular participation in Forest School and Coastal School activities enhances pupils' social, physical and communication skills, while deepening their understanding of and connection to the natural environment.	Pupils demonstrate improved teamwork, cooperation and communication skills during outdoor learning experiences, evidenced through observations and staff feedback. Pupils show a deeper understanding of environmental issues and can articulate their learning about the natural world. High levels of pupil engagement and enthusiasm are evident during Forest School and Coastal School sessions, supported by pupil voice. Staff planning reflects purposeful integration of outdoor learning to support skill development across the curriculum.

Financial support removes barriers to participation, ensuring all pupils can access a broad range of enrichment opportunities, including visits, visitors and residential experiences, thereby widening their experiences and enhancing their learning.	Increased participation rates in visits, visitors and residential activities across all pupil groups. Reduction in non-attendance at enrichment activities due to financial constraints. Pupils demonstrate broadened experiences and can discuss new learning beyond the classroom. Positive pupil and parent feedback reflects improved access to enrichment opportunities.
The school's provision for social and emotional development is strengthened, extending its positive impact to families and the wider community by promoting wellbeing, engagement and support networks.	Increased engagement from families in school-led wellbeing initiatives, workshops or support programmes. Positive feedback from parents/carers reflects improved confidence in supporting their child's social and emotional needs. Stronger links with community services and partners are established and actively supporting pupils and families. Improved communication and collaboration between school, families and external agencies, resulting in more coordinated support for pupils.
Targeted pupils eligible for PDG benefit from participation in the Newport County <i>Joy of Movement</i> programme and Dragons Rugby, leading to improved physical wellbeing, motor coordination, cognitive development and creativity through inclusive, play-based approaches that reduce barriers to learning.	PDG pupils show improved physical confidence, coordination and engagement in movement-based activities. Increased participation and sustained involvement of targeted pupils who may otherwise be less active or disengaged. Improvements in concentration, resilience and readiness to learn are observed in class following participation. Pupils demonstrate enhanced creativity and problem-solving skills through play-based movement experiences. Pupil voice (particularly from PDG learners) reflects increased enjoyment, confidence and positive attitudes towards physical activity.

All pupils, including those eligible for PDG, access high-quality, authentic learning experiences (e.g. cookery, woodwork, sewing and clay) that develop and apply a range of practical, creative and cross-curricular skills, enhancing engagement, independence and real-life learning.	All pupils regularly participate in well-planned, authentic learning experiences that develop practical and creative skills. Pupils effectively apply a range of cross-curricular skills (e.g. literacy, numeracy, problem-solving and creativity) in meaningful contexts. Increased engagement, motivation and independence are evident, particularly among PDG pupils. Pupils demonstrate improved perseverance, fine motor skills and ability to complete extended practical tasks. High-quality outcomes/products reflect pupils' developing skills and attention to detail. Pupil voice indicates enjoyment, increased confidence and a stronger understanding of how their learning connects to real-life contexts.
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Activity in this academic year

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

• PDG funding will be used to employ additional support staff to deliver targeted academic and wellbeing interventions for vulnerable pupils and their families. This will include structured support in emotional wellbeing, alongside personalised interventions that address barriers to learning. The grant will also support staff training in appropriate emotional interventions as well as assessing progress pupils make. • PDG funding will be used to subsidise and sustain access to regular Forest School and Coastal School provision for targeted pupils. This will include funding transport, specialist resources and staffing to ensure pupils can participate consistently in high-quality outdoor learning experiences. The grant will also support staff training and the development of structured programmes to maximise the impact on pupils' social, emotional and physical development. • PDG funding will be used to subsidise the cost of transport and a wide range of enrichment opportunities, including educational visits, visitors into school and residential experiences, ensuring all pupils—particularly those facing financial barriers—can participate fully. The grant will be used to reduce or remove costs for targeted pupils, enabling equitable access to high-quality, experiential learning beyond the classroom. • PDG funding will be used to provide targeted pupils with access to the Newport County <i>Joy of Movement</i> programme and Dragons Rugby sessions. This will include funding specialist coaching, equipment and resources to ensure sustained and high-quality
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delivery of inclusive, play-based physical activity. The grant will be used to prioritise pupils who face barriers to participation, ensuring equitable access to provision that supports both physical development and overall wellbeing.

- PDG funding will be used to provide high-quality resources and materials to support authentic, hands-on learning experiences, including cookery, woodwork, sewing and clay. This will ensure all pupils—particularly those facing disadvantage—have equitable access to rich, practical learning opportunities. The funding will support the development of purposeful, cross-curricular experiences that allow pupils to apply their skills in meaningful, real-life contexts.

Learning and teaching

Budgeted cost: £60,990

Activity	Evidence that supports this approach
To provide regular timetabled forest school / coastal school sessions for all pupils.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: • Collaborative learning approaches • Mastery learning
Pupils to have access to high quality physical play and well-being sessions	Education Endowment Foundation (EEF) – Outdoor Adventure Learning toolkit: • Self-confidence • Motivation • Teamwork
Pupils to have access to high quality early years provision as well as basic skill support through small group support and appropriate resources.	Education Endowment Foundation (EEF) –Physical Activity toolkit: • health and wellbeing • engagement and attendance Curriculum for Wales: • Physical activity and outdoor experiences are key to health, wellbeing and emotional development • Enjoyment of outdoor activity directly supports mental health and wellbeing • Authentic, real-world learning experiences (including outdoors) • Opportunities to apply literacy, numeracy and wider skills across all Areas of Learning and Experience • Development of independent, capable learners through experiential learning
Pupils to access high quality provision when using skills across the curriculum	Early years guidance stresses: • Play-based, experiential learning as fundamental • Focus on physical, emotional, social and cognitive development • Wellbeing and development as the priority for all children • Early numeracy approaches

	• Early literacy approaches Estyn - The use of the outdoor learning environment to support pupils learning and well-being. • Improves pupil wellbeing, confidence and self-awareness • Develops resilience, independence and problem-solving skills • Increases engagement and attendance where provision is meaningful and pupil-led
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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: £44,598

Activity	Evidence that supports this approach
FLO officer provides effective support to identify vulnerable pupils and families through regular communication, signposting support, liaising with external agencies and monitoring attendance.	Parental Engagement EEF toolkit: Effective approaches include: • Regular, positive communication with parents • Providing guidance and support to families • Building respectful relationships between school and home Well-designed communication: • Improves attendance and engagement • Is most effective when personalised, positive and two-way
To secure effective communication with parents.	Estyn: Effective schools: • Prioritise attendance as a whole-school responsibility • Strengthen work with parents/carers to improve attendance • Use data to identify vulnerable pupils and trends Estyn explicitly recommends: • Improving communication with parents to explain the Importance of attendance • Strengthening monitoring and evaluation of attendance Welsh Government: Welsh Government guidance emphasises: • Families have a powerful influence on learner outcomes Schools should: • Engage parents as partners • Remove barriers to learning through community and family links

	School's register of parental engagement School's register of families supported
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £50,300

Activity	Evidence that supports this approach
Thrive support for identified pupils, including staff training and platform licence.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: • Social and emotional learning • Teaching assistant interventions • Metacognition and self-regulation Education Endowment Foundation (EEF) –Social and Emotional toolkit: Improves: • Self-regulation and emotional management • Interaction with others and relationships Estyn: Estyn highlights the importance of: • Targeted wellbeing provision for vulnerable pupils • Dedicated staff and structured support systems
School subsidy to mitigate the cost of visits and visitors.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: • Physical activity Education Endowment Foundation (EEF) – Physical Activity toolkit • Improves engagement, wellbeing and attendance Estyn: The use of the outdoor learning environment to support pupils learning and well-being Estyn highlights that strong schools: • provide broad, engaging experiences to motivate learners

	• ensure equity of access for all pupils Outdoor and enriched learning opportunities: • improve engagement, wellbeing and skill development
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Total budgeted cost: £155,888

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 2026 academic year.

Activity	Impact
FLO officer provides effective support to identify vulnerable pupils and families through regular communication, signposting support, liaising with external agencies and monitoring attendance.	Family Liaison Officer (FLO) links with the community continues to grow with increased contact with vulnerable families. FLO meet regularly with parents to offer support with food, clothing and additional household resources. All families report that the support was highly impactful and supportive. 40 plus families received school food bank support through coffee afternoons and 'help yourself' food shelves in our school main Reception. 11 families received support with school uniforms. 26 families had Christmas hampers and Easter eggs. 66 families have been supported with parenting/wellbeing such as attendance, hygiene, behaviour etc.
Regular timetabled forest school / coastal school sessions for all pupils.	All pupils access forest school on a weekly basis. Pupils who attend Forest School and outdoor learning sessions demonstrate good engagement, resilience and wellbeing. They develop stronger independence, problem-solving skills and teamwork through hands-on, experiential learning. These opportunities also contribute to increased motivation and positive attitudes towards school, supporting improved attendance and readiness to learn. All children from reception to year 6 attended one coastal school trip last academic year. This initiative was fully funded by school, ensuring all children attended. Pupils who participate in Coastal

	School sessions develop a strong awareness of environmental responsibility, including the importance of not littering and protecting sea life. They gain valuable first-hand experiences that deepen their understanding of marine habitats, identifying a range of creatures found in rock pools when the tide is out. These opportunities enhance curiosity, respect for the natural environment and promote more responsible attitudes towards conservation.
Pupils will receive bespoke phonics, reading and numeracy support or interventions, according to their specific needs by way of online platforms.	PDG funding has supported targeted literacy and numeracy interventions across the school. Pupils in Reception to Year 4 accessed Read Write Inc., while targeted pupils in Years 5 and 6 received Fresh Start intervention. Additional maths interventions were provided for pupils in Years 3 to 6 based on assessment data. These targeted approaches have contributed to improved outcomes, with the reading attainment gap between FSM and non-FSM pupils reducing to 6.8% in personalised assessments. While many pupils have demonstrated positive progress, narrowing the attainment gap remains a key focus for ongoing intervention and monitoring.
Pupils to have access to high quality early years provision as well as basic skill support through small group support and appropriate resources.	Improved provision and additional resources supported children progress. This will remain a focus next academic year.
Pupils in EYs to have regular PE and wellbeing sessions.	All EYs pupils access physical education/play. It supports them to develop gross motor skills, coordination and spatial awareness. They show increasing confidence, resilience and willingness to take part in physical activity, supporting their independence and overall wellbeing.
To secure effective communication with parents	All families have access to Teacher2Parents app. All families receive the minimum of weekly updates from school. All families access parent consultation invites through the app.

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
Whole staff training and development (RWI)	Read, Write, Inc
Accelerated Reader and STAR maths	Renaissance