

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	
School name	Glanhowy Primary School
Number of pupils in school	273
Proportion (%) of PDG eligible pupils	29%
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Mrs C R Phillips
PDG Lead	Mrs C R Phillips
Governor Lead	Cllr T Smith

Funding Overview

Funding allocation in this academic year	Amount
PDG	£77,050
EYPDG	£21,850
Total budget for this academic year	£98,900

Part A: Strategy Plan

Statement of Intent

- What are your ultimate objectives for the pupils being supported?

All disadvantaged learners make at least good progress
- How does your current strategy plan work towards achieving those objectives?

Current interventions are sustained practice due to positive impact on disadvantaged learners year on year.

- What are the key principles of your strategy plan?

Ensure staffing capacity is sustained to impact on the progress of all disadvantaged learners and ensure that every child's needs are met.

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
Maintain whole school Maths intervention targeted to support specific fsm pupils to impact across all AoLE's	Improved impact on all pupils
Maintained literacy intervention, targeted to support FSM pupils in 7-11yrs and impact on progress	All pupil from 7-11yrs make at least good progress in literacy and numeracy
Maintain literacy and numeracy intervention, targeted to support FSM pupils in 4-7yrs and impact on progress	All pupil from 4-7yrs make at least good progress in literacy and numeracy
Digital resources maintained to further develop DCF	All fsm pupils access high quality digital learning.

Activity in this academic year

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

Maintain staffing capacity to support disadvantaged learners to accelerate their progress in literacy, numeracy and digital skills.

Learning and Teaching

Budgeted cost : £98,900

Activity	Evidence that supports this approach
Maintain staffing capacity to maximise intervention of literacy, numeracy and digital competency for disadvantaged learners across the school.	Accelerate pupil progress.

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

Budgeted cost:

Activity	Evidence that supports this approach

Total Budget Cost : £98,900

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.

Mathematics Skills

Pupils generally demonstrate secure mathematical skills and make appropriate progress over time. Outcomes in procedural mathematics remain within or above the expected national progress range across all year groups, whilst reasoning outcomes show improving strengths in pupils' ability to solve problems and apply their mathematical understanding. Older cohorts demonstrate reductions in the proportion of pupils attaining lower standardised scores alongside increasing numbers attaining higher outcomes. A minority of pupils continue to require support to develop strategic competence, conceptual understanding and confidence in applying mathematical skills independently, particularly when tackling unfamiliar problems.

Oracy Skills

Most pupils are securing progression step 2 oracy skills by the end of year 2 and can speak clearly to different audiences using increasingly varied vocabulary. Most pupils have secured progression step 3 oracy skills by the end of year 6 and can use and manipulate language for a variety of audiences, making appropriate choices about vocabulary.

Reading Skills

Pupils demonstrate strong reading skills and make good progress as they move through the school. Most year groups achieve progress scores above the expected national range, and reading outcomes improve over time in nearly all cohorts, with reducing proportions of pupils attaining lower standardised scores and increasing numbers attaining highly. Older pupils read confidently, interpret texts effectively and apply their comprehension skills across the curriculum. A minority of pupils require further support to develop higher-order reading skills, particularly when retrieving, analysing and synthesising information from a range of texts. Leaders monitor the progress of specific cohorts closely, including those affected by pupil mobility, to ensure that support is targeted appropriately and that improvements are sustained over time.

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
Taith 360	Assessment Foundation
Nessy Reading and Spelling	Nessy
Sumdog	Sumdog
GL Assessments	GL Assessment Foundation
Discovery Education UK	Discovery Education
Purple Mash	2 Simple
Ten Town	Ten Town Limited
Spelling Shed	Ed Shed