

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 - 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	Oakfield Primary School
Number of pupils in school	504 inc. part time nursery
Proportion (%) of PDG eligible pupils	54%
Date this statement was published	July 2023 ⁵
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs. J Loveridge
PDG Lead	Mr. D Harris
Governor Lead	Cllr. J Williams

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£192,050
EY element of PDG	£ 48,300
Total budget for this academic year	£240,350
Smoothing fund	£ 50,000

Part A: Strategy Plan

Statement of Intent

Ultimate Objectives

To make the best use of this funding in order to implement sustainable strategies that will quickly bring about the changes for eligible learners whilst also impacting positively on all learners.

Current Strategy

As a school, and in line with previous years, we have agreed the following three steps:

1. To identify the target group of pupils, its characteristics and needs.
2. To plan interventions which make the most effective use of resources.
3. To monitor and evaluate the impact of these resources.

The school is proactive in ensuring that support and resources are deployed with high efficiency, but also be in a position to react should a need arise during the academic year. These steps are reviewed periodically throughout the academic year.

Key Principles

The School takes very good steps to plan, agree and monitor the effective use of all grants, with regular monitoring by the governing body and key staff.

Decisions are often based on staff/pupil feedback and evaluations of pupil progress. These regular reviews by the management team, finance officer and governing body of the school, by Cardiff and CSC, promote progress and remove barriers to learning for pupils eligible for this funding.

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.

Caution to be noted – Diminishing figures seen over recent years will have impact on intended outcomes, e.g., 23/24 £293,000 compared to 25/26 figures.

Smoothing fund £50,300

Intended outcome	Success criteria
<ul style="list-style-type: none"> Offer further opportunities for pupils to engage with school-based staff as part of the continuation of the recovery curriculum and specific support for well-being needs 	<ul style="list-style-type: none"> To sustain pupil:staff ratios in line with 2024/2025 numbers – Consider ALN needs within PDG target groups. To effectively maintain and fund extensive catch up programmes for identified learners
<ul style="list-style-type: none"> Supplement funding of school visitors, therefore removing barriers to access to enhanced opportunities 	<ul style="list-style-type: none"> To sustain the number of trips and visitors in order to assist in enhancing stimulating learning opportunities
<ul style="list-style-type: none"> Develop expertise of staff to meet needs of disadvantaged learners-catch up provision, other interventions using bespoke support as identified by staff 	<ul style="list-style-type: none"> To provide suitable CPD to meet the needs of identified learners and provide strategies that are embedded and sustainable over time
<ul style="list-style-type: none"> Enhance ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being 	<ul style="list-style-type: none"> To sustain the numbers of trained staff to meet the needs of identified learners and provide strategies that are embedded and sustainable over time To maintain a sustainable group of suitably qualified staff to support the needs of learners through nurture-based activities and strategies
<ul style="list-style-type: none"> Liaise with third party agencies in facilitating 'FareShare Cymru' support on a weekly basis 	<ul style="list-style-type: none"> To provide families with support in managing personal finances To see an improvement in family liaison To see improved attendance of identified learners from 91% to target 93%+
<ul style="list-style-type: none"> Offer enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice. 	<ul style="list-style-type: none"> To sustain pupil voice groups that assist with making meaningful change To continue to promote pupil voice in all classes in order to improve provision and opportunity at a class level To promote and provide a class award programme for improved attendance / building positive relationships in order to improve attitudes to learning.

<ul style="list-style-type: none"> • Implement and use highly effective data tracking systems to identify learners' needs, target interventions and monitor impact. 	<ul style="list-style-type: none"> • To consider and implement successful ARR into day to day learning in order to effectively measure progress. • To use key data to provide bespoke learning support for identified learners • To provide intervention and support programmes that are proven to have the greatest impact and to be sustainable, e.g. linking training to the development of expertise of staff to meet needs of all learners
<ul style="list-style-type: none"> • Developed a strong leadership capacity to prioritise the impact on the quality of provision and outcomes 	<ul style="list-style-type: none"> • To sustain and resource nurture-based provision • To fund and implement Nurture International strategies consistently across the school
<ul style="list-style-type: none"> • Provide additional staffing & resources at break/lunchtimes/continuous provision in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem 	<ul style="list-style-type: none"> • To sustain pupil:staff ratios in line with 2024/2025 numbers • To provide improved resources to support learning through improved continuous and enhanced provision for learners • To further develop opportunities for outdoor learning

Activity in this academic year

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

<p>Activity is also noted in above section</p> <p>An continued enhanced health and well – being focus:</p> <ol style="list-style-type: none"> 1. Staffing - To maintain staffing levels. To deploy staffing teams effectively in order to meet the needs of target groups of pupils. 2. Interventions - To plan interventions which make the most effective use of resources. 3. Effectiveness - To monitor and evaluate the impact of these resources. Regular termly reviews with full Governing Body & committees/SMT to address needs and next steps.
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Learning and Teaching

Budgeted cost: £ 236,000

Activity	Evidence that supports this approach
<i>See detail in intended outcomes:</i>	
Effective deployment	Working timetables / staffing deployment Agency cover invoices/Contracted staff costs
Sustainable CPD / Embedded systems	Learning passports/CPD linked to SIP & PM
Effective actions using tracking tools	Assessment, recording and reporting records
Strategies and interventions inc. ALN	School action profiles (SAP) linked to SIP working / ARR records
Class based activities	Suitable resources requirements

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

Budgeted cost: £ 4,000 (awaiting application outcome for other community focused grants)

Activity	Evidence that supports this approach
<i>See detail in intended outcomes:</i>	
Community well-being check ins/ financial support	FareShare Cymru invoices and financial planning support / Nest activities and nurture support

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach
<i>See details in intended outcomes:</i>	
Curriculum enhancement / Rich learning	Guests and visitor records EVC file Staff short term planning

Launch and landing days	Invoices for trips / lesson evaluations
Creative/Expressive arts	Professional invoices / lesson evaluations
Health and Well-being	Nurture resources and CPD

Total budgeted cost:

236,000
4,000
16,000
256,000 (256k – 240k = 16000 overspend)

Smoothing fund
50,000
16,000 –
34,000 (for allocation to staffing needs in year)

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.

The school recognises that there has been a need to be proactive in applying different approaches to learning. There has been a continued need to enhance other aspects that promote well-being, for example, physical activity, music or collaborative working, and that individual subjects or policy content may have variations to teaching approaches.

This approach has been underpinned the continued catch-up work that has revolved around the core elements of the curriculum; namely literacy and numeracy.

The School takes very good steps to plan, agree and monitor the effective use of all grants. There is a regular review by the management team, finance officer and governing body (committees and full) of the school, by Cardiff and CSC, to promote progress and remove barriers to learning for pupils eligible for this funding.

As such the impact of the effective use of this funding has been:-

- Enhanced opportunities to support all pupils in accessing relevant learning opportunities
- Sustained pupil:staff ratios
- Further opportunities for pupils to engage with school-based staff & specific support for well-being needs included target groups
- Supplementing the funding of school visitors, therefore removing barriers to access to enhanced and authentic opportunities
- Funding of extensive catch up programmes for identified learners
- Developing expertise of staff to meet needs of disadvantaged learners-catch up provision, other interventions using bespoke support as identified by staff
- Enhancing ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being
- Liaising with third party agencies in facilitating 'FareShare Cymru' support on a weekly basis, thus improving financial management
- Offering enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice.
- Promoting class awards for improved attendance alongside health and well-being
- Providing improved resources to support continuous and enhanced provision for learners
- Providing intervention and support programmes that are proven to have the greatest impact and to be sustainable, e.g. linking training to the development of expertise of staff to meet needs of disadvantaged learners
- As part of ARR revision, the implementation and use of highly effective data tracking systems to identify learners' needs, target interventions and

monitoring of impact. Providing parents/carers with relevant and useful information to show pupil progress and next step requirements

- Developing a strong leadership capacity to prioritise the impact on the quality of provision and outcomes
- Further developing opportunities for outdoor learning
- Providing additional staffing & resources at break/lunchtimes in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem
- Sustaining golden opportunities for 'out of school' experiences

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
Homepage - CSC (cscjies.org.uk)	CSC
Collective Learning - CPD Training & Support for Primary Schools - Wales	Collective Learning
The Learning Partnership (tlpwales.co.uk)	The Learning Partnership

Further information (optional)

The school works closely with other programmes of support for families with no cost implications, for example, families working together.