

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 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 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	Grangetown Primary School
Number of pupils in school	369
Proportion (%) of PDG eligible pupils	April 2026 - 33%
Date this statement was published	June 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Nicki Herbert Acting HT HT from 1.5.26
PDG Lead	Alyssa White -Acting DHT
Governor Lead	Ashley Lister

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£
EYDPDG funding allocation this academic year	£
Total budget for this academic year	£

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- Continue to develop all teachers' understanding of equity and develop a consistency of teaching across the school.
- Continue to poverty proof the school.
- Continue to develop a rigorous MER cycle to understand the progress FSM pupils are making across the school.

[GPS Anti-Poverty Strategy.docx](#)

To ensure that **all staff** know the learners, who are adversely affected from poverty, very well both emotionally and academically.

All staff to understand the effect poverty on a our pupils' life chances and how **our empathy not sympathy is vital**

To ensure an **equitable access to education** and understand how to close the gap through:

- Placing the emotional wellbeing of the pupil at the centre and ensuring our eFSM come to school
- Ensure high quality teaching for all our eFSM pupils with particular focus on key skills of literacy, maths and DCF and ensure they make at least expected progress in line with non eFSM pupils
- Providing rich and meaningful experiences for our eFSM through a rich and diverse curriculum
- Supporting families

The PDG plan is closely aligned with the Teaching and Teaching priority action plan (SIP Action Plan) to ensure that high quality learning and teaching is accessible for all efSM pupils and **'teaching moves learning along at the right pace, and presents all pupils, including pupils who are adversely affected by poverty, with appropriate challenge and support.'**
Source Estyn IA1

The PDG plan will continue to form the basis of an **Anti Poverty Strategy which will enable school to self evaluate its provision for eFSM pupils and their families** in order to create lasting change.

The school has a rigorous self evaluation process - monitoring, evaluation and review cycle (MER) in which eFSM are fully considered and progress is tracked very well.

Supporting documents will continue to support the development, implementation and review of the PDG statement:

- The CSC High Standards and Aspirations: Equity and Excellence for All access areas which includes Equity and Excellence document (updated July 2022)
- Leadership of tackling the impact of poverty - CSC Course,
- WG Children in Wales Tackling the Impact of Poverty on Education Programme
- Estyn Supplementary Guidance - *Supplementary guidance: inspecting the approaches taken by non-maintained settings, schools, PRUs and local government education services to reduce the impact of poverty on educational attainment and well-being- September 2024*

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
To strengthen the anti poverty strategy which <i>will enable school to self evaluate its provision for eFSM pupils and their families</i> in order to create lasting change.	• Review and apply the 2025-2026 onwards Anti Poverty strategy into school using the Price of Pupil Poverty Guides to support • Checklist WG Checklist NEW English.pptx • Governors' Guide - Tackling the Impact of Poverty On Education A Governors Guide.pptx[62] (1).pdf • Cost of the school Day • Anti Poverty Strategy • Mitigating the impact of poverty modules - whole school approach with all stakeholders Mitigating the Impact of Poverty session 4 - bilingual (4).pdf • Engaging the stakeholder Governing Body involvement
PDG: Attendance -(Inclusive environment) Equity for all EYPDG: To improve attendance of Reception eFSM pupils To improve attendance of all eFSM pupils	• Attendance of Reception and Y1-Y6 eFSM pupils to be in line with WG eFSM data • eFSM whole school attendance to be 91.5% (this tracks above WG attendance data) • Minimal difference between eFSM and Non eFSM attendance
Wellbeing - EYPDG: To improve the wellbeing of all eFSM Reception pupils To improve the wellbeing of all eFSM children To enhance the enrichment and curriculum experience of all eFSM children	Wellbeing • Identified pupils via on entry baseline, Nursery/Reception transition and admissions meetings supported by THRIVE or P2B • Y1-Y6 Whole school implementation of whole school PASS strategies as identified in GL Data Analysis session • Analysis of PASS data (Y1-Y6) is completed and acted on meaning most Red/Amber children move to Yellow/Green - March 2027 • To ensure all eFSM have access to P2B 1:1 counselling, Place to Talk and group sessions if necessary • To ensure all eFSM children access a wide range of learning experiences linked to the school's curriculum eg. educational visits and visitors, music and sport enrichment etc • To ensure all eFSM pupils are considered in attendance at after school clubs
Equity and Excellence - High Quality Learning and Teaching for all (Links to L and T Action Plan) Learning and Teaching/Curriculum Academic Outcomes - Excellence	HQL and T Learning and Teaching/Curriculum • High quality teaching and provision evident in reception classes

EYPDG: To identify Reception eFSM children whose baseline assessments are low and use targeted provision to ensure progress To improve standards in reading and numeracy for all eFSM pupils Etsyn Recommendations Although not directly linked to FSM pupils. Take opportunity to utilise recommendations as part of PDG. To improve outcomes eFSM pupils by developing their independence, resilience and ability to apply learning across the curriculum, reducing reliance on adult support and narrowing gaps in progress and attainment. Curriculum Enrichment To enhance the enrichment and curriculum experience of all eFSM children	• Most eFSM Reception children will have made expected progress in phonics, reading and maths and are accessing L and S and CLIC assessments. • High quality teaching and provision evident in most classes (Y1-Y6) • eFSM book scrutiny shows that most teacher feedback is clearly linked to LO/SC and accurately guides learner to improve / correct eFSM pupils work including eFSM MAT pupils • eFSM book scrutiny shows that teacher feedback shows impact in nearly all eFSM work as purple pen mostly evident and responses show improvements/corrections. This includes eFSM MAT pupils. • Lesson observations/learning walks show that most lessons are of good to very good quality to enhance eFSM pupils progress. • Use GL Assessment Progress Measure (at least expected) and stanine scores for eFSM performance and comparison to non FSM children and MAT eFSM children • Many eFSM MAT children have made at least expected to above expected progress in NGR, NGMT and WG assessments. • Many of eFSM children will be accessing stanine 5 or above in NGRT reading assessment and NGMT maths assessment • In Y4-6., many eFSM pupils will make expected progress in line with their CAT verbal or quantitative assessment against their NGRT and NGMT assessments • Many eFSM children will be on the expected PM Benchmarking Level 9 by Y1 and 19 by Y2. • Many eFSM children will be in Phase 4 by the end of Y1 and Phase 5 for Y2 (spring term 2027) Estyn Recommendations • Increased proportion of FSM/eFSM pupils demonstrating independent learning behaviours in lesson observations and learning walks. • Pupil voice shows FSM/eFSM learners can explain learning strategies and approaches to overcoming difficulties. • Work scrutiny evidences greater independent application of literacy, numeracy and digital skills. • FSM/eFSM progress is at least in line with peers across core areas. • Targeted pupils show improved confidence, engagement and participation in learning. Interventions • To ensure all eFSM children are considered for relevant ALN intervention support and their progress tracked accordingly Curriculum Enrichment • To ensure all eFSM children access a wide range of learning experiences linked to the school's curriculum eg. educational visits and visitors, music and sport enrichment etc • To ensure all eFSM pupils are considered in attendance at after school clubs
Family Engagement To engage eFSM parents with the progress and attainment of their children	Family Engagement • Many of eFSM parents to attend parents evening (Autumn 2026 and Spring 2027) • To increase the number of eFSM parents at all sessions • To increase the number of eFSM from Eastern European parents at all sessions

To improve outcomes of eFSM pupils through engagement of parents and carers	
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Activity in this academic year

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

Teaching and Learning research across the school
Targeted intervention
Community projects

Teaching and Learning

Budgeted cost:

Activity: Strong links to Learning and teaching Action Plan - SIP	Evidence that supports this approach
All teachers and LSAs embrace high quality learning and teaching for their identified eFSM pupils	- Professional Learning opportunities are identified and put in place - links to INSET provision and PL Grant . - Collaboration between staff linking to Teaching and Learning including Duos - MER cycle is evident - Implementation of the of the SIP action plan
Classrooms and learning environments promote universal provision for all eFSM children and are literacy rich to enhance high quality learning and teaching	Classrooms and learning environments promote universal provision and are literacy rich
Summative data is analysed termly to track the progress eFSM pupil progress, including MAT eFSM pupils	Summative data is analysed termly and steps put in place to support eFSM learners if necessary
Termly APP meetings to be held with all teachers to discuss progress of all eFSM pupils and targets and next steps are put in place to support eFSM progress if needed.	- Next steps actioned linking to APP discussions - Actions and RAYG rated prior to next aPP meeting
All year groups source experiences - visitors/ visits linked to units of learning to enhance the eFSM pupils experiences	See UoL planners and UoL experiences spreadsheet
After school club lead to ensure eligible eFSM pupils are given the opportunity to attend after school clubs	
Pupil Voice groups actively include eFSM pupils were able - links to Llais Pawb eFSM pupils are represented in the new GPS Government (Llais Pawb Representatives - SER input)	Pupil Voice Leads actively promote and seek contributions from eFSM pupils eg. <i>Digital Leads, Criw Cymraeg, Eco Committee</i>

Etsyn Recommendations Although not directly linked to FSM pupils. Take opportunity to utilise recommendations as part of PDG. To improve outcomes eFSM pupils by developing their independence, resilience and ability to apply learning across the curriculum, reducing reliance on adult support and narrowing gaps in progress and attainment.	• Target FSM/eFSM pupils through monitoring, pupil progress meetings and bespoke interventions. • Develop classroom approaches that gradually remove scaffolds and increase pupil ownership. • Engage families in supporting independent learning habits. • Measure impact through attendance, engagement, progress data, pupil voice and learning observations.
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Community Schools

Budgeted cost:

Activity - Family Engagement	Evidence that supports this approach
FEO to continue to support eFSM families to access parental classes	• FEO to monitor attendance of eFSM parents - Family Classes Attendance Spreadsheet - focus on REception Y1 pupils and EE pupils • Reach out to new eFSM parents and reception parents - September 2026 • Reach out to new admission eFSM families within first 2 weeks - and address any abscess
FEO to continue to support eFSM families to access curriculum parental workshops, Unit of Learning Parent Open Afternoons and parents evenings	• FEO to canvas eFSM parents to attend and track eFSM who attend
FEO to support eFSM families including support with cost of living crisis eg. child development grant, food parcels, swap shop, baby clothes bundles	• FEO Parental Engagement Data Analysis and spreadsheet

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
Attendance - Links to Attendance Action Plan	
SAO/FEO to track targeted eFSM children's attendance weekly - contact parents and meet regularly/ support teachers to meet to share work and progress	• FEO monitors and reviews targeted children and liaise with HT, DHT and SAO.
HT/DHT to regularly monitor attendance of eFSM pupils HT/DHT to meet regularly with SAO to discuss and track eFSM attendance below 85%.	• Arbor register system to support identification of eFSM below 90%-discuss and track pupils with SAO • Arrange parent meetings to support partnership to improve attendance over a set period of time • Refer eFSM when thresholds are met
Pupil Wellbeing	

Using GL Assessment Data Analysis session, identify and devise whole school, group and individual strategies to support key areas which need focus. This includes possible referrals to P2B.	- To analyse GL Assessment Data to identify strengths, gaps, trends and target groups requiring additional support or challenge. - Complete PASS (Pupil Attitudes to Self and School) analysis to identify barriers to learning, wellbeing needs and engagement patterns. - Undertake detailed P2B data analysis to evaluate pupil progress, attainment and curriculum impact. - Use P2B data analysis to identify cohorts requiring intervention and inform responsive teaching strategies. - Analyse PASS results alongside attainment and progress data to strengthen understanding of factors affecting pupil outcomes. - Analyse outcomes for eFSM pupils across attainment, progress, attendance, wellbeing and engagement measures to identify barriers and inform targeted support through the PDG strategy.
Meet regularly with P2B to over the eFSM children who are accessing P2 Talk and individual P2B sessions	Monthly P2B meetings to discuss eFSM pupils and discuss progress
To continue to implement a proactive approach to behaviour management that improves self-regulation, independence and engagement, particularly for vulnerable and eFSM pupils.	- Regular H and Wb lead regarding the impact of Zones of Regulation to support eFSM emotional wellbeing - Review and evaluate Think Sheets to identify behavioural themes, patterns in pupil decision-making and opportunities to develop independence and self-regulation. - Use of Think Sheet tracker monitoring to plan ways forward
Experiences	
eFSM children from various year groups to participate in enriching experiences	- PPA - music development - Planned visitor and visits via UoL experiences

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year - See PDG Review 2026-2027

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
- eFSM to attend P2B Place to Talk - Assessment package to analyse the progress of eFSM pupils - eFSM participate in enriching experiences	Place to Be GL Assessment Music Development Service

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.

Links to Anti Poverty Plan

Academic Support:

- Acting DHT and HT to look at balance of new classes to equal balance of eFSM children in classes (Sept 2026)
- Look at the balance of eFSM pupils on admission to Reception
- FEO to support eFSM families to access Y6/7 high school application process

Parental Engagement:

- DHT, FEO and EMTAS lead to liaise over how to support our eFSM and vulnerable families in attending parents evening and accessing local services *eg. arrange a translator. - Links to Equality Plan*
- FEO to follow up new admissions with support to apply for eFSM grant. To revisit each year with all eligible families.
- FEO and DEI lead to engage asylum/refugee families eg. visit Oasis centre to widen their support network.
- Signpost and refer families to Early Help for support with housing, debt etc via Family Gateway Andrew Towning Friday mornings in the meeting room

Material Support:

- Secure vouchers (huggg.me) from LA to purchase food. Distribute the same to those families in greatest need - asylum seekers, refugees, large families who are eFSM.
- Continue with school uniform Swap Shop. Provide a set of uniform for asylum/refugee families on admission.
- All school trips to be subsidised. All children attend regardless of whether parents have paid.