Pupil Development Grant School Statement template

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	Griffithstown Primary
Number of learners in school	345
Proportion (%) of PDG eligible learners	21%
Date this statement was published	October 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Nikki Dargie (SIP)
PDG Lead	N Blackburn (HT)
Governor Lead	N Powell

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£69,398
EYPDG	£18,400
Total PDG budget for this academic year	£87,798

Part A: Strategy Plan

Statement of intent

At Griffithstown Primary School, we aim to reduce the impact of poverty on pupils' progression and attainment by ensuring their learning opportunities are supported by a range of knowledge, skills and experiences, finely tuned to meet their individual needs. As such, we support our pupils to: • Experience high levels of wellbeing

- Access purposeful literacy, numeracy and wellbeing interventions
- Effectively engage with creative and authentic cross-curricular learning, which incorporates meaningful opportunities to develop appropriate LNF and DCF skills and
- Make progress and attain stage-related targets pertinent to their levels of ability.

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
Maths All identified pupils will access high-quality intervention to 'plug gaps' following diagnostic interviews, including small group tasks or specific tasks set on online programs.	Nearly all pupils make good progress in developing their maths and numeracy skills from their starting point. All pupils demonstrate increased confidence when engaged in more challenging learning opportunities.
Literacy All identified vulnerable pupils will access high-quality teaching and learning via Little Wandle Recovery.	Nearly all pupils make good progress in developing their literacy skills from their starting point. All pupils demonstrate increased confidence when engaged in more challenging learning opportunities.
Wellbeing All identified vulnerable pupils will access high-quality intervention: • Motional • ELSA • Gwent Music • Brilliant Club • Torfaen Play • Torfaen 'Lego Therapy', • Access to the 'Retreat' outside classroom • Access to the 'Nurture Room'	All staff effectively communicate and accurately track identified vulnerable pupils' attitudes to learning and wellbeing. Timely and effective intervention is undertaken on a 'needs basis', to positively impact on identified vulnerable pupil's attitudes and wellbeing. Quality assurance processes of data undertaken by the Wellbeing Lead reflect accuracy of judgement. All identified vulnerable pupils make good or better progress in line with expectations.

Curriculum for Wales All identified vulnerable pupils will access high-quality differentiation of LNF, DCF and AoLE opportunities.	School's MER processes are secure, accurately identifying strengths and areas for development in securing high-quality differentiation, so meeting the needs of identified vulnerable pupils. Collaborative 'pupil work' FADEs have clear pedagogy foci and are developed by SLT, link governors and all teachers. 'Listening to Learner', and 'Learning Walk' FADEs completed by SLT, link governors, subject leads and groups of learners, provides all stakeholders with first-hand information and ensures pupil voice informs learning experiences and opportunities.

Activity in this academic year

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

At Griffithstown Primary School we will:

- Monitor the progress and outcomes of all identified vulnerable pupils in reading, numeracy, and levels of wellbeing.
- Provide a wide range of high-quality online resources to support vulnerable pupils in school and home. Platforms include: MyOn, Mathletics/MathSeeds, LetterJoin, EdShed, Collins Hub
- Use assessment to identify gaps in learning, plan for next steps and monitor the impact of interventions for identified vulnerable pupils.
- Ensure TAs deliver high-quality literacy, numeracy and wellbeing interventions.
- Ensure teachers plan and deliver high-quality differentiated lessons, including effective LNF and DCF opportunities, to meet the needs of identified vulnerable pupils.
- Inform families of progress and standards throughout the year and provide resources to help identified vulnerable pupils to succeed.

Learning and teaching

Budgeted cost: £71,800

Activity	Evidence that supports this approach
TA's will deliver high-quality differentiation and / or targeted provision:	EEF – Moderate impact for low cost based on moderate evidence.

• Vulnerable and pre-basic skills intervention • Small group work with Basic Skills, Expected and MAT pupils. • Small group work to support numeracy, literacy and wellbeing.	High-quality feedback strategies evidence very high impact for low cost based on extensive evidence in pupil work and L2L activities. Effective metacognition strategies evidence very high impact for low cost based on extensive evidence in pupil work and L2L activities. High-quality GGR has very high impact for low cost based on extensive evidence in in learning walks and L2L activities.

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: £7,294 (MyOn Y1 – Y6 : £3853 p.a.; Mathseeds/Mathletics R- Y6 £2375 p. a.; Collins Hub N – Y6: £750; EdShed Y1 – Y6: £166 p.a. and LetterJoin R – Y6: £150 p.a.

Activity	Evidence that supports this approach
All identified pupils and families to be engaged and have equity of opportunity in all aspects of school life.	Parental engagement evidence moderate impact for very low cost based on extensive evidence in questionnaires and PTC discussions.

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

Budgeted cost: £8,624 (Brilliant Club (Scholar's Programme) Y5: £1200; Gwent Music Y2 – Y6: £1745; RockSteady Bursary (Two Pupils): £279; Torfaen Play Y3 – Y6: £2700 and Torfaen 'Lego Therapy' Y3 – Y6: £2700)

Activity	Evidence that supports this approach
Griffithstown Primary will provide opportunities for all pupils Y2 – Y6 to learn to play a tuned instrument and (on completion of a 10 week unit of work)	EEF – Arts participation. Arts participation approaches can have a moderate (+3 months) positive impact on academic outcomes in other areas of the curriculum. Pupil voice (25-26) has indicated that nearly all pupils have enjoyed participating in the activities and felt that they have benefitted from them.

perform concerts a. to the whole school and b. to parents and carers.	
FSM pupils have effective opportunities to work with and support other learners. FSM pupils have a voice and are involved in decision making through pupil groups and whole school consultation activities	Peer tutoring has moderate impact for very low cost. Discussions with pupils in 25-26 identified that they enjoyed making progress and having the skills set to reflect on their learning, application of skill and the next steps for them as individuals. Most pupils within the pupil voice groups feel that their involvement in decision making contributes purposefully to the development of the school in specific aspects. For example, in 25-26, school invested heavily in outdoor provision, encouraging physical activity during unstructured times and contributing positively to pupil wellbeing and regulation.

Total budgeted cost: £87, 798

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
Small group interventions to support pupils' literacy and numeracy development.	Corrective Reading, PAT and Nessy were discontinued to enable Little Wandle Catch Up Intervention. Intervention was targeted at identified vulnerable pupils with One-Page Profiles. Positive progress for Pre Basic Skill FSM learners shows positive impact in Y2, 3, 4 and significant gains were made by targeted pupils in Y6. Small group tasks and specific online platform tasks were completed by identified vulnerable pupils throughout the year. Positive progress for Pre Basic Skill FSM learners shows positive impact. Percentage of identified vulnerable pupils scoring <89ss: Y2: reduced from 79% of identified pupils to 75% Y3: reduced from 75% to 45% Y4: reduced from 60% to 10%

All identified pupils will access high-quality intervention: Motional, Jigsaw, ELSA.	ELSA impacted positively on many identified vulnerable pupils. Parents were consulted and informed throughout each six-week unit. Pupils remain highlighted on the Taith tracker for the academic year but there were no re-referrals. All pupils made at least good progress in line with expectations.
Creative based activities run in partnership with Gwent Music.	All staff indicated that nearly all pupils responded positively to the experiences provided by Gwent Music and saw strong participation during the performances to families.

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**
Music Projects	Gwent Music