Dewstow Primary School

'Together we learn, together we grow'

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	Dewstow Primary School
Number of pupils in school	212
Proportion (%) of PDG eligible learners	27.83%
Date this statement was published	1st April 2026
Date on which it will be reviewed	31st March 2027
Statement authorised by	Nikki Dargie School Improvement Partner
PDG Lead	Liz Bain (Headteacher)
Governor Lead	Pupil Centred Learning Committee

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£50,396
EYPDG funding allocation this academic year	£ 8,050
Total budget for this academic year	£58,446

Part A: Strategy Plan

Statement of intent

You may want to include information on:

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

  For all learners at Dewstow Primary School to develop their skills in literacy with a focus on reading, numeracy, digital literacy, and Welsh, and to have improved standards and overall outcomes.

- How does your current strategy plan work towards achieving those objectives?

  The School Improvement Plan is targeted at supporting all learners including those with ALN (Additional Learning Needs), in literacy, numeracy, Welsh, and digital literacy, to make progress and to develop their skills.

- What are the key principles of your strategy plan?

  Priority 1: *To improve reading skills and standards across the school by strengthening phonics, comprehension, and positive pupil attitudes toward reading.*

  Priority 2: To improve the quality of learning and teaching in Welsh, ensuring staff confidence and improved outcomes for all pupils.

  Priority 3: To transform well-being and resilience through whole-school trauma-informed practices, emotional literacy, and purposeful connection with the outdoors.

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
Outdoor equipment supports all classes, focusing on the development of key skills, i.e., speech and language, physical development and social, in addition to health and wellbeing, improved attendance and attitudes to learning.	Enhanced playtime and lunchtime resources provide eFSM pupils with meaningful, engaging activities that promoted social skills, reduce anxiety, and boost confidence. This will lead to improved mental health and well-being, more positive interactions, and better focus and behaviour during lessons.
Vulnerable learners will have access to emotional support and wellbeing interventions through the ELSA trained staff, with a focus on the Flourish Project. There will be improved attendance and attitudes to learning.	Pupils who participate in the Flourish Project will demonstrate improved emotional regulation, confidence, and resilience. As a result of targeted ELSA support, pupils will demonstrate increased engagement in learning and improved well-being; this will have a positive impact on behaviour and relationships within the classroom.
To fund two TA's (Teaching Assistants) one day per week, to deliver ELSA provision for pupils in Year 2 to Year 6 to impact upon emotional health and wellbeing and improved outcomes for all pupils. This supports improved attendance and attitudes to learning.	ELSA provision delivered by teaching assistants will support pupils' emotional health and well-being from Year 2 to Year 6. As a result, pupils will be more settled, focused, and ready to learn, which will lead to improved behaviour, increased classroom engagement, and better academic outcomes.
Across the school vulnerable learners have access to a range of musical instruments	All vulnerable learners will have improved levels of wellbeing, confidence and have developed

where they learn to read basic music, play songs and develop their confidence and collaborative skills.	their collaborative skills.

Learning and teaching

Activity	Evidence that supports this approach
During 2025-26, monitoring activities including learning walks, pupil voice, planning scrutiny and book reviews identified improvements in staff confidence and the use of Welsh across the school. Pupils engaged positively with Welsh learning experiences and demonstrated increasing confidence when speaking Welsh in formal and informal situations. The purchase of high-quality Welsh resources supported improvements in reading opportunities and pupil engagement. Continuing to invest in leadership release time and Welsh reading materials will build on this positive progress and further strengthen standards in Welsh across the school.	The Welsh Lead undertakes regular monitoring activities, including learning walks, pupil voice, planning scrutiny and book reviews, and provides feedback to staff to improve practice. All classes have access to high-quality Welsh reading materials that support progression in reading and oracy skills. Staff demonstrate increased confidence in using Welsh during lessons and through incidental Welsh across the school day. Pupils engage regularly with Welsh texts and can discuss their reading using appropriate Welsh vocabulary and sentence patterns. Nearly all pupils demonstrate increased confidence in speaking Welsh with peers and adults in a range of formal and informal situations.
Targeted support delivered by Teaching Assistants has contributed positively to pupil progress, engagement and wellbeing. School assessment information, intervention tracking and pupil progress meetings demonstrate that vulnerable and disadvantaged learners benefit from timely intervention and adaptive support. Teaching Assistants play a key role in reducing barriers to learning, supporting attendance, promoting inclusion and improving pupils' confidence, resilience and independence. The continued deployment of skilled Teaching Assistants will ensure targeted support remains available for pupils most at risk of underachievement.	Four Teaching Assistants are deployed strategically to support the school's improvement priorities, ensuring interventions are targeted according to pupil need and assessment information. Targeted pupils receiving additional support make expected or better progress in literacy and numeracy from their individual starting points. TAs effectively deliver evidence-based interventions and programmes, with impact monitored regularly through pupil progress meetings and assessment information. Nearly all pupils identified as vulnerable, disadvantaged, ALN, or requiring additional support demonstrate improved engagement, confidence and participation in learning. TAs work alongside teachers to provide high-quality adaptive support, resulting in improved independence and resilience for learners. Attendance of targeted pupils improves, and persistent absence for identified pupils reduces through timely support, positive relationships and early intervention. Monitoring activities, demonstrate that TA support has a measurable impact on pupil outcomes. TAs contribute effectively to the school's trauma-informed and inclusive approach, supporting pupils' emotional regulation, wellbeing and readiness to learn. The attainment gap between vulnerable/disadvantaged learners and their peers narrows over time through high-quality targeted support and intervention.
Research demonstrates that systematic synthetic phonics is one of the most effective approaches for improving early reading outcomes. During implementation, staff have developed confidence in delivering the programme and pupils have demonstrated improvements in phonological awareness, decoding and early reading skills. Assessment information has enabled staff to identify learning needs quickly and provide timely intervention. Continuing to invest in Monster Phonics and staff professional learning will support consistent, high-quality phonics teaching and improve literacy outcomes	All staff demonstrate a secure understanding of the Monster Phonics programme and deliver phonics sessions consistently and effectively, ensuring a high-quality approach to the teaching of early reading. Staff use assessment information confidently to identify pupils' next steps in learning and provide timely support and intervention to address gaps in phonological awareness and early reading skills. Pupils develop strong phonological awareness and demonstrate increasing confidence in recognising graphemes, identifying phonemes, blending for reading and segmenting for spelling. Pupils apply their phonics knowledge independently when reading and writing across a range of learning experiences. Disadvantaged pupils and those at risk of underachievement make progress from their individual starting points in phonics, reading and early literacy. The gap in literacy outcomes between disadvantaged pupils and their peers is reduced through high-quality teaching, assessment and targeted support. Monitoring activities show that phonics is taught consistently across all classes, with staff

for all pupils, particularly disadvantaged learners.	maintaining high expectations and following agreed approaches. Reading assessment data evidence improved attainment, progress and engagement in reading, providing a strong foundation for future literacy development. Professional learning leads to sustained improvements in teaching practice, resulting in enhanced pupil outcomes and greater consistency in early literacy provision across the school.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Activity	Evidence that supports this approach
The Family Liaison Officer has established positive relationships with pupils and families, providing early intervention and support that has reduced barriers to learning. School evidence demonstrates improvements in parental engagement, attendance and pupil wellbeing where targeted support has been provided. Effective partnership working with external agencies has ensured families receive timely assistance and pupils are better able to engage with their learning. Continuing this role will support attendance, wellbeing and improved outcomes for vulnerable and disadvantaged learners.	The FLO establishes strong and positive relationships with identified pupils and families, providing timely support and early intervention. Attendance and punctuality improve for targeted pupils through effective family support, monitoring and engagement. Families engage more actively with the school through meetings, workshops, support programmes and regular communication. Barriers to learning are identified promptly and appropriate support is coordinated through school and external agencies. Persistent absence among identified pupils reduces over time. Vulnerable and disadvantaged pupils make improved progress as a result of increased attendance, engagement and access to appropriate support. Parents report increased confidence in supporting their children's learning, wellbeing and attendance. The FLO works effectively with external agencies to secure timely support for pupils and families. School monitoring evidence demonstrates a positive impact on attendance, wellbeing, parental engagement and outcomes for disadvantaged learners.

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

Activity	Evidence that supports this approach
Collaboration with cluster schools and professional networks has strengthened leadership capacity and supported school improvement priorities. Opportunities for moderation, professional dialogue, curriculum development and self-evaluation have improved consistency in teaching, assessment and learner progression. Professional networking has enabled leaders to identify and implement effective practice that has contributed to improvements in pupil outcomes. Continued engagement with partnerships and networks will support ongoing school improvement and leadership development.	Leaders actively participate in cluster and professional network meetings throughout the year, contributing to collaborative improvement activities and sharing effective practice. Effective strategies and approaches identified through networking are shared with staff and implemented to improve leadership, teaching and learning. Leaders engage in collaborative self-evaluation, moderation and professional dialogue to strengthen consistency in expectations, assessment and learner progression. Staff benefit from high-quality professional learning opportunities and professional partnerships, leading to increased confidence, knowledge and expertise. Collaborative working strengthens curriculum development, assessment practices and provision for all learners. Leadership monitoring demonstrates that strategies implemented as a result of networking have a positive impact on classroom practice and learner outcomes. Leaders demonstrate an increased capacity to drive improvement through partnership working, shared leadership and engagement with local and regional networks. The school actively contributes to and benefits from a culture of collaboration, innovation and continuous improvement.
The school's investment in outdoor learning and enhanced outdoor provision has had a positive impact on pupil wellbeing, engagement and readiness to learn. Pupils demonstrate improved social skills, resilience and emotional	All staff demonstrate increased confidence and competence in planning and delivering purposeful outdoor learning experiences. Outdoor learning opportunities are embedded regularly across the curriculum and are used to support pupils' wellbeing, engagement and learning. Staff use outdoor environments effectively to support emotional regulation, resilience and positive learning behaviours. Pupils demonstrate increased engagement,

regulation when provided with purposeful outdoor learning opportunities. Staff have observed improvements in behaviour, confidence and participation, particularly amongst vulnerable learners. Building staff expertise through specialist training will ensure a consistent whole-school approach and maximise the impact of outdoor learning on pupil wellbeing and curriculum engagement.	enjoyment and active participation in learning through outdoor experiences. Pupil voice shows that learners feel happier, more confident and better able to manage their emotions through access to outdoor learning opportunities. Monitoring activities provide evidence of consistent and effective outdoor learning practice across the school. Behaviour incidents during learning and playtimes reduce over time as pupils develop stronger self-regulation skills and positive relationships. The quality of teaching and learning is enhanced through the purposeful use of outdoor environments, resulting in improved wellbeing and readiness to learn for nearly all pupils.

Total budgeted cost: £62,841

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
Outdoor equipment supports all classes, focusing on the development of key skills, i.e., speech and language, physical development and social, in addition to health and wellbeing, improved attendance and attitudes to learning.	The introduction of enhanced outdoor equipment has had a positive impact on the wellbeing and engagement of eFSM pupils during playtimes and lunchtimes. Pupils are now accessing a wider range of purposeful activities, which has supported the development of social skills, confidence and positive peer interactions. As a result, there has been a reduction in anxiety and low-level incidents during unstructured times, with pupils demonstrating improved behaviour and more positive relationships. Pupils return to class more settled and ready to learn, leading to increased focus and engagement in lessons. The improved provision has also contributed to more positive attitudes towards school, with pupils feeling included, supported and motivated. This has supported improved attendance for targeted pupils, as school is viewed as a safe and engaging environment. Overall, the development of outdoor provision has strengthened pupils' emotional wellbeing, enhanced behaviour during playtimes and improved readiness for learning, contributing to better outcomes across the school.
Vulnerable learners will have access to emotional support and wellbeing interventions through the ELSA trained staff, with a focus on the Flourish Project. There will be improved attendance and attitudes to learning.	Regular ELSA supervision has ensured consistent, high-quality delivery of support and strengthened staff confidence through ongoing professional development. This has enhanced the effectiveness of interventions and the ability of staff to meet the emotional needs of targeted pupils. As a result, pupils show improved emotional wellbeing, confidence and self-regulation. They are more settled, motivated and ready to learn, leading to more positive attitudes and increased engagement within lessons. Improved support has also contributed to better attendance and reduced barriers to learning, enabling pupils to access school more consistently. Consequently,

	pupils demonstrate clear progress in both their personal development and academic outcomes. Overall, ELSA supervision has strengthened the quality of provision and contributed to improved wellbeing, engagement and progress for targeted pupils.
To fund two TA's (Teaching Assistants) one day per week, to deliver ELSA provision for pupils in Year 2 to Year 6 to impact upon emotional health and wellbeing and improved outcomes for all pupils. This supports improved attendance and attitudes to learning.	Funding two Teaching Assistants to deliver ELSA provision has had a positive impact on pupils' emotional health and wellbeing across Year 2 to Year 6, supporting the school's inclusive approach and focus on vulnerable learners. Pupils receiving ELSA support are more settled, emotionally regulated and confident, enabling them to access learning more effectively. As a result, there are improved behaviours, fewer disruptions and stronger relationships within the classroom environment. This increased emotional readiness has led to greater engagement in lessons, with pupils demonstrating improved focus, resilience and participation in their learning. Consequently, pupils are making better academic progress from their starting points, particularly those identified as vulnerable. Overall, ELSA provision has strengthened wellbeing, enhanced classroom engagement and contributed to improved outcomes for all pupils, in line with whole-school priorities.
Across the school vulnerable learners have access to a range of musical instruments where they learn to read basic music, play songs and develop their confidence and collaborative skills.	Music for all eFSM pupils has had a positive impact on both their creative development and emotional wellbeing, supporting the school's priority to promote inclusion and raise aspirations for disadvantaged learners. Pupils show increased confidence in performing, singing and playing instruments, with age-appropriate progress in reading music and applying musical skills. This has enhanced their creativity and willingness to participate, contributing to improved engagement across the curriculum. Participation in music has also supported pupils' emotional health and wellbeing, providing a positive outlet for expression and helping to build resilience and self-esteem. As a result, pupils demonstrate more positive attitudes to learning, improved collaboration with peers, and a stronger sense of belonging within the school community. Overall, the provision has contributed to increased engagement, improved wellbeing and raised aspirations for eFSM pupils, supporting more equitable outcomes across the school.

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**
ELSA	Through the MCC LA
Class Music	Gwent Music
Flourish Project	Proton Foundation

Other Grants:

Grant Funding:

The School's Grant plans are regularly scrutinised by the Governing Body supported by advice from the LASIS (Local Authority School Support) and monitored by the Local Authority.

Standards Grant

The purpose of this grant is to improve and the quality of teaching and learning, address barriers to learning and improving inclusion, improve leadership and improve the provision for learners and the engagement of learners.

The total allocation of funding from April 2026 – March 2027 is £106,658

We use this grant towards:

- Employing 4 x L3 Teaching assistants to support teaching and learning of Literacy, Language and Communication and Maths and Numeracy across Reception to Year 6.
- Contributing towards 1x L3 Teaching Assistant to support learners needing addition tuition to ensure progress in Years 3-6.

Professional Learning for Teachers Grant

The purpose of the PL Grant is to support the teaching professional to understand, embrace and develop the national programme of curriculum reform.

The total allocation of PL funding for April 2026 – March 2027 is £4,122.

The school is undertaking this grant to:

- Fund release time for Professional Learning Leader and Strategic Leadership Team members to work on curriculum development.
- Improve assessment procedures
- Identify and deliver staff training.

Additional Learning Needs Reform Grant (ALN)

This grant supports schools in their implementation of the National ALN Reform Programme.

The total allocation of ALN funding for April 2026-March 2027 is £4,844.

The school undertakes the following activities in order to support pupils:

- Release time for the ALNCo to attend ALN training and ALN Cluster Meetings.
- Time for Teaching Assistants to implement interventions across the school.

Welsh Education Grant (WEG)

This grant supports English Medium Schools in raising standards in the Welsh Language.

The total allocation of WEG funding for April 2026 – March 2027 is £1789.

The school undertakes the following activities in order to support pupils:

- Release time for the Welsh Leader of Learning to undertake planning, monitoring, review and evaluation activities.
- Professional learning for staff.