



# **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 2025 to 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**

<b>Detail</b>	<b>Data</b>
School name	Dewstow Primary School
Number of learners in school	212
Proportion (%) of PDG eligible learners	27.83%
Date this statement was published	1 <sup>st</sup> April 2025
Date on which it will be reviewed	31 <sup>st</sup> March 2026
Statement authorised by	Nikki Dargie School Improvement Partner
PDG Lead	Liz Bain (Headteacher)
Governor Lead	Pupil Centred Learning Committee

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£62,841
<b>Total budget for this academic year</b>	£62,841

### **Part A: Strategy Plan**

#### **Statement of intent**

You may want to include information on:
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- What are your ultimate objectives for the children being supported?

For all learners at Dewstow Primary School to develop their skills in literacy, numeracy, digital literacy, STEM 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, STEM and digital literacy, to make progress and to develop their skills.

- What are the key principles of your strategy plan?

*Priority 1: To strengthen teaching and learning of Literacy, to ensure that all pupils make progress from their starting points.*

*Priority 2: To further develop pupil independence by embedding authentic learning experiences consistently across the curriculum that foster integral skills of critical thinking and problem solving.*

*Priority 3: To promote an inclusive curriculum ensuring disadvantaged learners are recognised across all areas of school life to raise achievement and aspirations.*

## 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 promote social skills, reduce anxiety, and boost confidence. This leads 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 participating in the Flourish Project demonstrate improved emotional regulation, confidence, and resilience. As a result of targeted ELSA support, pupils 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	ELSA provision delivered by teaching assistants supports pupils' emotional health and well-being from Year 2 to Year 6. As a result, pupils are more settled, focused, and ready to learn, leading to improved

supports improved attendance and attitudes to learning.	behaviour, increased classroom engagement, and better academic outcomes.
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.	All vulnerable learners will have improved levels of wellbeing, confidence and have developed their collaborative skills.

## Learning and teaching

Activity	Evidence that supports this approach
To deliver, track and evaluate programmes, i.e., Flourish Project, Nessy and the ELSA programme.	<p>Ongoing pupil progress meetings on a termly basis between the class teacher and ALNCo with a focus on targeted pupils, support the identification of progress and amendments needed to provision. ALN Trackers indicate progress over time.</p> <p>ELSA has impacted individual pupils supporting mental, and emotional health and wellbeing, attendance and attitudes to learning.</p> <p>EEF – Teaching assistant interventions - moderate impact for moderate cost based on moderate evidence.</p>
To improve the emotional and social wellbeing of vulnerable learners.	<p>Previous targeted and sustained music lessons for all vulnerable pupils, linked to the Expressive Arts contributes towards pupils accessing a highly enriched curriculum, developing pupils' resilience for learning. eFSM pupils from 24-25 shared that in accessing musical opportunities, they became more confident, developing their social and musical skills in a safe space, working collaboratively with peers and trained staff.</p> <p>EEF – Social and emotional learning – moderate impact for very low cost based on very limited evidence.</p>
To purchase a range of outdoor equipment to support eFSM pupils during playtimes and lunchtimes to support their mental health and wellbeing, improved attendance and attitudes to learning.	<p>Increased engagement of eFSM pupils in outdoor activities during playtimes and lunchtimes has resulted in positive feedback from pupils and staff on improvements to physical and mental wellbeing. In addition, learners are more regulated and able to access mainstream provision. School tracking reflects an observable reduction in behavioural incidents among eFSM pupils during break times.</p> <p>EEF – Physical activity – low impact for very low cost based on moderate evidence.</p>

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**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
<p>Family Engagement through the Attendance Officer employed by MCC develops partnerships. Acorns and a range of other programmes to support parents/carers and families.</p> <p>ALNCo delivers ALN Meetings termly to support learners with ALN needs.</p>	<p>Attendance data reflects improved pupil attendance rates linked to interventions by the MCC Family Liaison Attendance Officer. For example, records of family engagement activities facilitated by the Attendance Officer, including referrals to Acorns and other support programmes improve relationships between the school and outside agencies, impacting positively on attendance.</p> <p>Feedback from parents/carers demonstrates an increased awareness and involvement in their child’s education and wellbeing.</p> <p>Case studies illustrate positive impact of targeted support and improved outcomes for learners with ALN because of regular focused meetings and tailored interventions.</p> <p>Monitoring reports reflect progress in ALN learners’ academic and social development linked to ongoing support.</p> <p>EEF – Parental engagement – moderate impact for very low cost based on extensive evidence.</p>

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

Activity	Evidence that supports this approach
<p>Following the framework on mental and emotional health and wellbeing, address further the actions identified from the self-evaluation to support families. To provide opportunities for learners to improve their self-esteem, confidence,</p>	<p>The Flourish Project supports children by promoting their mental health and wellbeing through a range of targeted activities and interventions. It helps children build resilience, develop positive coping skills, and improve emotional regulation. The project often includes:</p> <ul style="list-style-type: none"> <li>• Providing safe spaces for children to express feelings and emotions</li> <li>• Offering social and emotional learning programs to boost confidence and self-esteem</li> <li>• Facilitating group and one-on-one sessions to address anxiety, stress, or trauma</li> </ul>

social skills, attendance and relationships through the Flourish Project.	<ul style="list-style-type: none"> <li>• Encouraging positive relationships and social skills development and</li> <li>• Supporting children to develop strategies for managing challenges both in and out of school.</li> </ul> <p>EEF – Social and emotional learning – moderate impact for very low cost based on very limited evidence.</p>
To continue to engage with Gwent Music to provide further opportunities for learners to develop their skills through the Expressive Arts and build upon their skills from the previous year.	<p>The impact to date of engaging with Gwent Music has resulted in pupils having increased confidence, knowledge and skills in relation to reading music and playing a range of instruments. It is also identified that exposure to music supports the development of cognitive skills, increases memory and retention, and collaborative skills.</p> <p>Previous family attendance at whole school celebrations reflects improved parental/carer engagement and support for wider aspects of the curriculum.</p> <p>EEF – Arts participation – moderate impact for very low cost based on moderate evidence.</p>

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 2024 to 2025 academic year.

Activity	Impact
To subsidise eFSM pupils attending the Gilwern Residential Centre in Year 5 and Year 6 in June 2024.	Subsidizing the cost of coaches for eFSM pupils to attend the Gilwern Residential Centre in Year 5 and Year 6 in June 2024, had a significant, positive impact on the pupils, allowing them to fully participate in a wide range of challenging outdoor and environmental activities and experiences. All pupils, including those at risk of adverse outcomes, had the opportunity to attend and benefit from the educational and social experiences it offered. For example, engaging in team-building exercises and adventure-based challenges, all of which contributed to the development of important life skills such as resilience, problem-solving, and teamwork. For many of the eFSM pupils, this trip was a transformative experience, giving them the opportunity to explore new activities and build self-confidence in addition to supporting their forming closer bonds with peers and staff. Feedback from the pupils reflected the experience having created lasting memories that positively influenced their sense of belonging within the school community.
To provide music lessons for eFSM pupils across the school throughout the academic year.	Providing music lessons for eFSM pupils across the school has had a profoundly positive impact on both the learners and the broader school community. The initiative has not only enriched the pupils' learning experiences but has also supported family engagement and fostered a deeper connection between school and home. For the pupils, the opportunity to engage in music lessons has provided a valuable outlet for self-expression and creativity. Many eFSM pupils have demonstrated increased confidence, improved social skills, and enhanced emotional well-being through their participation in music. The lessons have given them a sense of achievement and pride,

	<p>which has translated into more positive attitudes towards learning in other areas of the curriculum. By exploring music, pupils have developed a range of transferable skills, including concentration, perseverance, and teamwork, which have had a direct positive effect on their overall learning experiences. The music lessons have also contributed to fostering a deeper connection between school and families. Many families of eFSM pupils have actively engaged in school events, such as performances, where their children showcased their musical talents.</p>
<p>To fund two Teaching Assistants one day per week to deliver ELSA provision for pupils Reception to Year 2 and Year 3 to Year 6 to impact upon emotional health and wellbeing and improved outcomes for all pupils.</p>	<p>The funding of two Teaching Assistants to deliver ELSA provision one day per week has had a significant and positive impact on the emotional health and well-being of pupils across the school, from Reception to Year 6. This initiative has led to measurable improvements in pupils' emotional regulation, behaviour for learning, and overall engagement with their academic work. The provision of targeted ELSA support has been especially beneficial for pupils in Year 3 and Year 4, who have shown remarkable progress in their ability to manage emotions, resolve conflicts, and develop resilience. These early interventions have enabled pupils to build foundational emotional skills, such as self-awareness and self-regulation, which have helped them to engage more positively with their learning environment. In Years 5 and 6, the impact has also been notable, with pupils demonstrating improved emotional regulation and a greater sense of emotional safety. ELSA sessions have helped learners to develop stronger coping strategies for managing anxiety, allowing them to focus better during lessons and contribute more effectively to group work. These emotional skills have directly contributed to enhanced behaviour for learning, as pupils are now more able to remain calm, focused, and engaged in their learning.</p>

### 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