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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Miskin Primary School
Number of learners in school	66
Proportion (%) of PDG eligible learners	33%
Date this statement was published	October '26
Date on which it will be reviewed	October '27
Statement authorised by	Carrie Smith-Thomas
PDG Lead	Carrie Smith-Thomas
Governor Lead	Gary Oakley

Funding Overview

Detail	Amount
PDG funding allocation this academic year	48000
Total budget for this academic year	48000

Part A: Strategy Plan

Statement of intent

At Miskin Primary School, we believe that every child deserves the opportunity to succeed, irrespective of their background or personal circumstances. We know that some children and families face challenges that can impact learning and wellbeing, and we are committed to ensuring that these challenges do not become barriers to achievement or to have the opportunity to just be fully present in their learning.

Our Pupil Development Grant (PDG) funding plays an important role in helping us provide additional support for pupils who may need it most. We use this funding thoughtfully and carefully to ensure that children receive the right support at the right time, helping them to engage fully in school life, grow in confidence and make the best possible progress.

As a school, we have high expectations for all learners. We are committed to creating an inclusive environment where every child feels valued, supported and able to thrive. We believe that strong relationships, quality teaching and targeted support are key to helping children reach their full potential.

This year, our use of PDG funding is closely linked to our School Development Plan and will support our work to:

- improve pupils' numeracy skills and help them apply their mathematical understanding confidently and independently across the curriculum;
- raise standards in writing through a consistent whole-school approach that enables pupils to develop as capable and enthusiastic writers;
- strengthen wellbeing, engagement and readiness to learn through targeted support for pupils and families;
- continue to develop the quality of teaching and learning through effective self-evaluation and school improvement processes.

We will monitor the impact of our spending carefully, tracking pupils' progress, wellbeing, attendance and engagement to ensure the support provided is making a positive difference. Governors will receive regular updates on how funding is being used and the impact it is having on pupils' outcomes.

By working closely with pupils, families, staff and external partners, we aim to ensure that every child at Miskin Primary School feels supported, achieves well and develops the confidence, skills and resilience needed to succeed both in school and beyond.

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
Attendance of Efsm children will improve in line with school target.	• All pupils on eSFM are identified and their attendance is rigorously tracked every half term • Any pupils identified will receive appropriate intervention to ensure their attendance improves • All eSFM families are supported in assessing a wider range of school activities • The cost of the school day is supported and doesn't become a barrier to attendance • Monitoring of attendance demonstrated any support is having a positive impact on improving attendance. • Number of eFSM children with persistent absenteeism reduced
Attainment and progress of Esfm pupils Numeracy and Literacy skills though high-quality Teaching and Learning.	• Teaching Assistant or additional support in the classrooms, working alongside and supporting the class teacher will be used to ensure good or better progress of eFSM. • Majority of eFSM pupils make expected or better progress from their individual starting points • Many eFSM pupils exceed their expected progress from their starting point • Gaps between pupils reading age and chronological age narrows as a result of the interventions. • Majority of eSFM maintain or improve their standardised scores in WG personalised assessments and other standardised assessment measures • The majority of eFSM pupils engagement is positive in their interventions sessions and recognise of the support has improved their learning • Pupil Progress meeting provide clear evidence eFSM pupils are making expected or better progress from their starting points. If they aren't relevant support is identified and implemented • Monitoring activities demonstrate teaching and support strategies are consistently implemented and have a positive impact on the progress and engagement of all eFSM pupils
Progress of FSM pupils Numeracy and Literacy skills through effective intervention.	• Majority of eFSM pupils make expected or better progress from their individual starting points • Many eFSM pupils exceed their expected progress from their starting point • Gaps between pupils reading age and chronological age narrows as a result of the interventions. • Pupils standardised schools from the national tests improve. • Majority of eSFM maintain or improve their standardised scores in WG personalised assessments and other standardised assessment measures Pupils standardised scores

	• The majority of eSFM pupils engagement is positive in their interventions sessions and recognise of the support has improved their learning • PP meeting provide clear evidence eFSM pupils are making expected or better progress from their starting points.

Activity in this academic year

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

- Invest in high quality PL ensure high quality Teaching and learning for Literacy and Numeracy, utilising support staff during lessons to ensure pupils can access their lessons alongside their peers.
- Deliver high quality targeted interventions through 2 Level 3 teaching assistant including literacy interventions, numeracy catch up and wellbeing support.
- Family engagement officer to work with eFSM to strengthen partnerships with families and improve attendance.
- Regular pupil progress reviews to monitor eFSM
- Financial support for educational visits, clubs and curriculum experiences where required.
- Family Engagement Officer support and signposting to external agencies.

Learning and teaching

Budgeted cost: £48000

Activity	Evidence that supports this approach
Attainment and progress of eFSM pupils Numeracy and Literacy skills though high-quality Teaching and Learning.	**What we aim to achieve?** Support staff will be used to support the teacher during class and as targeting interventions to ensure the learners can access the curriculum when in class. The Teacher will aim to deliver high-quality first teaching through adaptive teaching strategies that meet the needs of all learners, particularly eFSM pupils. A consistent whole-school approaches to literacy and numeracy will be embedded across the curriculum, with staff using pupil progress meetings and standardised assessment data to inform planning and targeted classroom support. Professional learning, monitoring activities and collaborative planning will ensure that teaching strategies continue to meet the needs of vulnerable learners and support improved outcomes. Finally we will monitor the engagement and progress of eFSM learners through learning walks, book scrutiny and pupil voice activities. Finally through subitising school trips and experiences we will aim to provide equitable access to high-quality learning experiences,

	educational visits and enrichment opportunities that enhance curriculum engagement. **Why are we doing this?** • EEF evidence highlights high-quality teaching as having the greatest impact on pupil outcomes. • Consistent adaptive teaching supports disadvantaged learners to access the curriculum successfully. • Regular pupil progress meetings enable early identification and support for eFSM learners to ensure we close the gap between nFSM and eSFM learners • Reducing the cost of the school day helps remove financial barriers that can affect pupils' participation, engagement and attendance. This ensures all learners can access the same opportunities and supports improved wellbeing and educational outcomes.
Progress of eFSM pupils Numeracy and Literacy skills through effective intervention.	**What we aim to achieve?** Targeted Interventions are identified and timetabled to provide additional opportunities to meet the learning needs of individual children. The impact of interventions taught will be monitored and tracked through standardised assessments, reading age data, pupil voice and ongoing progress tracking. Intervention staff will complete regular assessments along with standardised assessments data analysis with all children and identify the children on the eFSM register who need further support and ensure they are in receipt of this. **Why are we doing this?** • Structured literacy and numeracy interventions have demonstrated positive impact on disadvantaged learners. • Research shows that well-structured interventions delivered by trained staff can accelerate progress, close gaps in attainment and improve learner confidence and engagement. • Regular, focused intervention enables pupils to address specific gaps in literacy and numeracy, improving confidence, engagement and progress • Reading interventions improve reading fluency, comprehension and confidence. This will alos allow them greate access to the wider curriculum and help them in their engagement in these areas. • Wellbeing-focused interventions can improve pupils' confidence, resilience and readiness to learn, enabling them to engage more successfully with classroom learning.

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: 48000

Activity	Evidence that supports this approach
Attendance of eFSM children will improve in line with school target.	**What we aim to do?** The Family Engagement Officer (FEO) will closely monitor attendance and ensure the school's graduated response procedures are implemented where concerns arise. Regular meetings will be held with families to discuss attendance, identify barriers and develop individual support plans where required. The FEO will work proactively with pupils and families through wellbeing check-ins, attendance barrier discussions and positive attendance celebrations to promote engagement with school. Attendance data will be reviewed regularly to identify emerging patterns and enable early intervention. The FEO will also work alongside the ALNCo and class teachers to address identified barriers, signpost families to appropriate external agencies and support access to uniform grants, PDG Access funding and other financial assistance. In addition, the school will seek grant funding to help reduce the cost of the school day, ensuring that financial pressures do not prevent pupils from accessing educational visits, enrichment activities and wider learning opportunities. **Why we are doing this ?** • Strong relationships between school and home are associated with improved attendance and engagement. • Early identification of attendance concerns, alongside timely support and signposting to external agencies, helps address barriers before they become entrenched. • Research demonstrates that a graduated response and targeted family support can improve attendance outcomes for vulnerable learners. • Promoting pupils' wellbeing and sense of belonging can also increase engagement with school and support regular attendance. Reducing financial barriers through a Cost of the School Day approach can further improve attendance by ensuring all pupils can access learning opportunities and wider 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