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.

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	St Julian's Primary School
Number of learners in school	654
Proportion (%) of PDG eligible learners	29%
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	SIP – C. Jackson
PDG Lead	Mr Jones
Governor Lead	Mrs Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	PDG - £177,100 (Previous Year) £145,725 EYPDG - £35,650 (Previous Year) £40,250
Total budget for this academic year	£212,750

Part A: Strategy Plan

Statement of intent

To ensure all learners including e-FSM and identified vulnerable learners:

- Feel safe, happy and secure with high levels of wellbeing.
- Have access to wellbeing intervention support
- Have access to high quality teaching and learning to ensure they make good or better progress and reach their full potential.
- Have equity of opportunity to be represented in family and community engagement event

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
Accelerated progress in Literacy and Numeracy	• FSM and vulnerable pupils make at least expected, and increasingly accelerated, progress in literacy and numeracy from their starting points.• The attainment gap between FSM and non-FSM pupils narrows across year groups.• Assessment data shows sustained improvement in reading, writing and numeracy skills over time.• Intervention tracking demonstrates clear impact and timely adjustments where progress is slower.• Pupils can articulate their strengths and next steps in literacy and numeracy.
Raised levels of pupil wellbeing and attendance	• Attendance and punctuality for FSM and vulnerable pupils improves and moves closer to, or above, school averages.• Wellbeing measures show improved emotional regulation, confidence and resilience.• Reduced behaviour incidents and increased engagement in learning.• Pupils report feeling safe, supported and ready to learn.• Staff observations evidence improved attitudes to learning and school.
Increased family engagement	• Increased participation of families in school events, workshops and programmes, particularly for FSM families.• Improved communication and relationships between home and school.• Parents report increased confidence in supporting their child's learning and wellbeing.• Improved attendance and engagement linked to stronger family-school partnerships.• Parent voice feedback demonstrates positive perceptions of support offered by the school.
Enriched learning opportunities and experiences	• FSM pupils access the full range of enrichment activities, visits and experiences alongside their peers.• Pupils demonstrate improved collaboration, problem-solving, confidence and independence.• Learning experiences enhance engagement and motivation across the curriculum.• Teachers evidence clear links between enrichment activities and improved learning outcomes.• Pupil voice reflects enjoyment, relevance and increased aspiration.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £ 126,105

Activity	Evidence that supports this approach
Specialist Teaching Assistant support for pupils with Specific Learning Difficulties (SpLD) and basic skills needs, including assessment and progress tracking during the Summer term.	• Pupils demonstrate measurable progress in literacy assessments• Intervention records show clear entry and exit data• Gaps between FSM and non-FSM learners reduce over time• Teachers report improved engagement and confidence in supported pupils
Daily Nurture Group provision for Year 3–6 pupils with low self-esteem and low literacy/numeracy skills, delivered through structured AM and PM sessions during the Summer term.	• Improved pupil wellbeing, confidence and self-regulation• Increased engagement in classroom learning• Behaviour incidents reduce for targeted pupils• Pupils show improved readiness to learn and resilience
Subsidised authentic learning experiences, visits and visitors across Years 1–6 to enrich the curriculum and develop problem-solving and collaboration skills.	• FSM pupils participate fully in all curriculum enrichment activities• Learners demonstrate improved collaboration, oracy and problem-solving skills• Increased pupil engagement and motivation in learning• Pupil voice reflects positive impact on learning and aspirations
Purchase of digital learning platform subscriptions to support literacy, spelling, reading and numeracy at school and at home (e.g. Reading Eggs, Bug Club, Mathletics, Nessy, Twinkl, White Rose).	• Increased pupil engagement with home learning platforms• Data from platforms shows improved attainment and skill development• FSM pupils access learning resources equitably at home• Teachers use platform data to inform targeted support
One-to-one Pupil Learning Review meetings for FSM and vulnerable pupils in Years 1–6, enabling reflection on progress, strengths and next steps.	• Pupils can articulate their learning strengths and targets• Clear, personalised next steps are identified and reviewed• Improved pupil ownership and motivation for learning• Stronger relationships between pupils and staff
Targeted behaviour support and basic skills intervention delivered by a Teaching Assistant to support engagement and learning readiness.	• Improved behaviour for learning and self-regulation• Reduced classroom disruptions for targeted pupils• Increased time on task and engagement in learning• Improved basic skills outcomes
Outdoor learning and polytunnel activities delivered by a Teaching Assistant to targeted groups during the Summer Term.	• Increased engagement and motivation for learning• Improved teamwork, wellbeing and practical skills• Pupils demonstrate improved confidence and independence• Positive pupil feedback on learning experiences
Authentic learning experiences for Early Years pupils to support engagement, language development and real-world understanding.	• Improved oracy and language development• Increased engagement and curiosity in learning• FSM pupils access high-quality experiences alongside

	peers• Observations show improved learning behaviours
Targeted reading and literacy support in Reception delivered by Teaching Assistants to develop early reading skills.	• Improved phonics and early reading outcomes• Increased confidence and enjoyment of reading• Early identification and support of literacy gaps• Strong foundations for future literacy learning
Specialist Teaching Assistant support in the 'Cwtch' provision to meet the needs of targeted learners during the Summer Term.	• Improved emotional regulation and wellbeing• Increased engagement with learning• Reduction in behaviour incidents• Pupils successfully reintegrate into 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: £12,017

Activity	Evidence that supports this approach
Family Support Worker provision to provide targeted support for vulnerable pupils and families, strengthen home–school relationships and improve understanding of family circumstances.	• Improved engagement from previously hard-to-reach families• Staff have an improved understanding of family contexts and barriers to learning• Parents report increased confidence in supporting learning at home• Families access emotional and practical support when needed• Pupils feel safe, supported and secure due to strong home–school relationships
Delivery of the 'Men Behaving Dadly' / 'Dads & Lads' programme, engaging targeted fathers and male carers across two cohorts.	• Strengthened relationships between fathers/male carers and their children• Increased engagement of fathers in school life and learning• Improved communication and trust between families and school staff• Positive feedback from participants regarding confidence and parenting strategies
Purchase of resources to support Nursery and Reception parent workshops, including take-home resource packs to support learning at home.	• Parents understand what and how children learn in Nursery and Reception• Improved parent confidence in supporting early learning at home• Strengthened parent–child relationships through shared learning activities• Improved engagement and communication between parents and staff• Children show increased confidence and consistency in early learning skills

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

Budgeted cost: £ 0 (Other grant funding) - Funded by other means.

Activity	Evidence that supports this approach
Provision of cooking ingredients to support 'Cook with Your Kids' parental engagement sessions and curriculum-based class cookery activities.	• Increased parental engagement and involvement following the pandemic• Pupils demonstrate improved understanding of healthy eating and nutrition• Pupils apply literacy, numeracy and practical skills in authentic contexts• High participation of FSM and vulnerable pupils in practical learning experiences• Pupils show increased confidence, collaboration and independence

Total budgeted cost: £ **138,122**

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.

Improved Description of Activity	Impact on FSM Pupils	Impact	Cost
Employ FP TAs to support children/classes in the Foundation Phase - to support implementation and development of Foundation Phase pedagogy and to support learning through interventions and small group work.	Improved engagement and independence in learning; FSM pupils made stronger progress in early literacy and numeracy, with increased confidence and participation in classroom activities.	**High**	**Very High**
Released ALNCo to lead and implement the ALN Act effectively, including identification, planning and monitoring of provision for pupils with additional learning needs.	FSM pupils with ALN received earlier identification and more effective support, leading to improved progress, wellbeing and access to learning.	**High**	**High**
Deployed Teaching Assistant to deliver targeted SPLD and basic skills interventions and undertake assessments to track progress across the school.	Pupils demonstrate measurable progress in literacy and/or numeracy assessments. Intervention records show clear entry and exit data. Gaps between FSM and non-FSM learners reduce over time. Teachers report improved engagement and confidence in supported pupils.	**Moderate**	**High**
Delivered daily nurture group provision for Year 3–6 pupils (AM and PM groups) focusing on self-esteem, emotional regulation and basic literacy/numeracy skills.	Improved emotional wellbeing, confidence and readiness to learn; reduced barriers to learning and improved engagement for FSM pupils.	**Moderate**	**High**
Provided high-quality visits, visitors and authentic learning experiences for Years 1–6, including subsidising costs to ensure equal access for FSM pupils.	FSM pupils accessed enriched learning experiences that improved engagement, problem-solving skills, collaboration and real-world application of learning.	**High**	**High**

Purchased a range of digital platforms (e.g. Reading Eggs, Mathletics, Nessy, WellComm, Twinkl, White Rose) to support home learning and basic skills development.	FSM pupils had improved access to learning beyond the classroom, leading to improved literacy and numeracy outcomes and increased consistency of practice at home and school.	**High**	**Moderate**
Released Progression Step Leaders each half-term to analyse FSM data, monitor intervention impact, observe vulnerable learners and listen to learner voice.	Improved tracking and responsiveness to FSM pupils' needs, resulting in better-targeted support and improved progress over time.	**Moderate**	**Moderate**
Employed a Family Support Worker (50%) to work directly with families and pupils to remove barriers to attendance, wellbeing and engagement.	Improved attendance, engagement and parental confidence; FSM pupils were better supported emotionally and socially.	**High**	**Moderate**
Deployed two KS2 Teaching Assistants to deliver ELSA sessions and emotional wellbeing support for pupils in need.	FSM pupils demonstrated improved emotional regulation, resilience and readiness to learn, supporting improved academic outcomes.	**Moderate**	**High**
Released teachers to hold 1-to-1 pupil learning review meetings with FSM and vulnerable pupils to reflect on progress, strengths and next steps.	FSM pupils had a clearer understanding of their learning and targets, leading to increased motivation and improved progress.	**Moderate**	**Moderate**
Hosted two cohorts of the 'Men Behaving Dadly / Dads & Lads' programme to strengthen father engagement in learning and wellbeing.	Improved parental engagement and relationships; FSM pupils benefited from increased family involvement and support.	**Moderate**	**Low**
Funded ingredients for parental engagement cookery sessions and class-based cooking activities.	Improved life skills, wellbeing and parent-child relationships; FSM pupils gained practical skills and confidence.	**Moderate**	**Low**
Teaching Assistant to provide behaviour support and intervention to support Basic Skills.	Improved behaviour for learning and self-regulation. Reduced classroom disruptions for targeted pupils.Increased time on task and engagement in learning Improved basic skills outcomes.	**Moderate**	**Moderate**
Subsidised FSM pupils' attendance at the Llangrannog residential experience.	Ensured equal access to enrichment opportunities; FSM pupils developed independence, confidence and social skills.	**Moderate**	**Moderate**
Delivered targeted literacy, maths and numeracy interventions for Year 3–6 pupils two days per week (October–April).	FSM pupils made accelerated progress in core skills, narrowing gaps with peers.	**High**	**High**
Funded authentic learning experiences for Early Years pupils.	FSM pupils accessed rich early learning experiences that supported language development and engagement.	**High**	**Moderate**
Purchased resources to enhance the Early Years learning environment, promoting independence and role play.	FSM pupils developed independence, communication and social skills, supporting strong foundations for learning.	**High**	**High**

Purchased resources to support parent workshops in Nursery and Reception.	Improved parental confidence in supporting learning at home, positively impacting FSM pupils' early progress.	**Moderate**	**Low**
Deployed Teaching Assistant support to deliver targeted reading and literacy interventions in Reception.	FSM pupils made stronger early progress in phonics and reading, improving readiness for Year 1.	**High**	**High**
2x Teaching Assistants to provide specialist support for targeted learners in the Cwtch provision.	Improved emotional regulation and wellbeing. Increased engagement with learning. Reduction in behaviour incidents. Pupils successfully reintegrate into classroom learning		

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.

Wellbeing and Parental engagement	
Name of programme, approach, project, or software	**Link to/ information about the programme, approach, project, or software**
Lego therapy	Lego therapy website
ELSA	Information about ELSA
Positive play	Positive play website
Nurture sessions	Information about Nurture sessions
Foundations of Community Engagement	Foundation of Community Engagement website
RADY	Information about RADY
Trauma informed school (TiS)	Information about Trauma informed school
Dads and Lads Programme	None available
Transition to secondary school project	None available
My Concern	My Concern website
Whole school approach	Information about Whole school approach
Jigsaw	Jigsaw website
Men Behaving Dadly	Information about Men behaving Dadly
Literacy	
Name of programme, approach, project, or software	**Link to/ information about the programme, approach, project, or software**
Read, Write Inc.	Information about Read, Write Inc.
Catch Up Literacy	Catch Up Literacy website.

Literacy Launch Pad	Information about Literacy Launch Pad
Active Literacy Kit	Information about Active Literacy Kit
Nessy	Nessy website
WellComm speech and language programme	Information about WellComm .
Communication Intervention Team (ComIT)	Information about ComIT
Programme of Phoneme Awareness Training (POPAT)	POPAT website
Rapid Reading	Information about Rapid Reading
Reading eggs	Reading eggs website
Voice 21	Voice 21 website
British Picture Vocabulary Scale (BPVS)	Information about BPVS
Precision Teaching	Information about Precision Teaching

Numeracy	
Name of programme, approach, project, or software	**Link to/ information about the programme, approach, project, or software**
Mathletics Maths	Mathletics
Arts, cultural, extracurricular, and Physical activity/ sports	
Name of programme, approach, project, or software	**Link to/ information about the programme, approach, project, or software**
Dragon Rugby	Dragon Rugby website

Programme	**Provider**

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.