

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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	Porthcawl Primary
Number of pupils in school	182
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	7.10.25
Date on which it will be reviewed	29.6.26
Statement authorised by	E Richards
PDG Lead	E Richards
Governor Lead	J Brooks

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£38 294
Early Years PDG allocation for this academic year	£7 574
Total budget for this academic year	£45 868

Part A: Strategy Plan

Statement of Intent

The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential.

Porthcawl Primary School will plan and provide interventions that focus on the attainment of these learners. We monitor the progress and evaluate the success and effectiveness of these interventions. The targets are integrated into the SDP and draw on best practice informed by research.

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
Most children will be able to read in line with their chronological age	• Early identification of need through regular assessments for reading and phonics • Early intervention programmes and additional reading practice provided • Reading Eggs interventions for key pupils • Most children able to read in line with chronological age
Emotional and social support available to all children	• Delivery of Emotional Literacy Support sessions, Thrive Programmes and Lego Therapy • Increase Thrive assessments and sessions for 25/26
Every child has access to high quality teaching and learning	• All teachers and LSOs receive training for: Oracy (Voice 21) Reading Comprehension Strategies Assessment for Learning
Every child has access to appropriate school uniform and trips	• Use of school uniform grant • Branded uniform not compulsory • Eco swap shop within school for clean, free, good quality second hand uniform • Cost not a barrier to attending trips • Early notification given for trips
Practical support for families on how to develop their child's learning	• Literacy and Numeracy parent workshops • Open classroom events

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

1 x Emotional Literacy Support Assistant 1 term

2 Language, Literacy, Communication Support Assistants 1 term
1 LSO Language/ Literacy, Mathematical Development and Emotional Literacy support 3 terms
Additional reading support
Early Years phonics resources
Oracy, Reading and Assessment staff training
eFSM support for trips/ visitors

Learning and Teaching

Budgeted cost: £45 368

Activity	Evidence that supports this approach
ELSA & THRIVE support	Education Endowment Foundation (EEF) evidence suggests moderate impact
Literacy Intervention Programmes: Catch Up Reading, Precision Teaching, Phonic Intervention Programme, Language Link, Speech Link, Additional Reading Practice	EEF evidence suggests high impact
AfL training for all teachers & learning support staff.	EEF evidence suggests high to very high impact
Oracy Training	EEF evidence suggests high impact
Reading Comprehension Strategies Training	EEF evidence suggests high impact
Phonics Resources	EEF evidence suggests high impact

Community Schools

Budgeted cost: £ 500

Activity	Evidence that supports this approach
Supporting families eFSM with cost of visits/ visitors	
Targeted Literacy and numeracy parent/carers workshops	EEF evidence suggests moderate impact

Total budgeted cost: £ 45,868

Part B: Review of outcomes in the previous academic year

PDG outcomes

Thrive and ELSA trained practitioners delivered wellbeing support to children identified as needing early intervention

3 teaching assistants delivering literacy interventions including:

- precision teaching
- Speech Link, Jolly phonics
- Funky Phonics
- Catch Up Literacy for Reading, Writing and Spelling
- Additional Learning Needs targeted work

Listening to Learners, intervention data and reading assessment data indicate that nearly all pupils made excellent progress.

Behaviour throughout the school is good.

