

Glan Usk Primary School Pupil Development Grant School 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

Detail	Data
School name	Glan Usk Primary School
Number of learners in school	679
Proportion (%) of PDG eligible learners	20.65%
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body & SIP (Chris Jackson)
PDG Lead	A. Roberts - Headteacher
Governor Lead	P. Houraine - Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£111,125
EYPDG	£25,300
CLA PDG	£4,695
Total budget for this academic year	£141,120

Part A: Strategy Plan

Statement of intent

The school provides a wide range of support, engagement, and enrichment activities to help pupils who face the challenges of poverty and deprivation.

The Pupil Development Grant (PDG) is allocated to all schools and settings. The grant includes the following elements:

- **Early Years Pupil Development Grant (EYPDG):** Allocated to non-maintained settings and schools with early years provision, including primary and infant schools.
- **Pupil Development Grant (PDG):** Allocated to primary and secondary schools to support learners entitled to Free School Meals (FSM).
- **Pupil Development Grant (CLA):** Designed to support children who are looked after and those who have been adopted. This funding is allocated to schools on a cluster basis.

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Children Looked After (CLA). It aims to address the additional barriers that may prevent learners from disadvantaged backgrounds from achieving their full potential.

Through the effective use of PDG funding, the school ensures that all learners, including eFSM pupils and other identified vulnerable learners:

- Feel safe, happy, and secure, with high levels of wellbeing
- Have access to appropriate wellbeing and intervention support
- Receive high-quality teaching and learning to ensure good or better progress
- Have equal opportunities to take part in family and community engagement activities

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
Teaching & Learning	<p>Learners eligible for FSM and CLA pupils make at least expected progress from their starting points in Literacy & Numeracy</p> <p>The attainment gap between eFSM learners and their peers narrows across all year groups</p> <p>Assessment data shows sustained improvement in reading, writing and numeracy skills over time</p> <p>Intervention tracking demonstrates clear impact and timely adjustments where progress is slower</p>

	Pupils can articulate their strengths and next steps in literacy and numeracy
Wellbeing	<p>Attendance & punctuality for eFSM and vulnerable learners improves and moves closer to, or above, school averages and persistent absence is reduced.</p> <p>Learners demonstrate improved wellbeing, emotional resilience, and readiness to learn.</p> <p>Reduced behaviour incidents and increased engagement in learning</p> <p>Learners report feeling safe, supported and ready to learn</p> <p>Staff observations evidence improved attitudes to learning and school.</p> <p>Clear understanding of pupils' emotional wellbeing through analysis of Boxall Profile data and appropriate interventions put in place.</p> <p>Introduce a Nurture Group in Upper Phase, to support well-being.</p>
Family & Community Engagement	<p>Families of eFSM and vulnerable learners are more engaged with the school and supported to play an active role in their child's education</p> <p>Improved communication and relationships between home and school</p> <p>Parents report increased confidence in supporting their child's learning and wellbeing</p> <p>Improved attendance and engagement linked to stronger family-school partnerships</p> <p>Parent voice feedback demonstrates positive perceptions of support offered by the school.</p> <p>Improved Family & Community space to support families to feel welcome.</p>
Enriched Wider Curriculum Experiences	<p>Learners eligible for PDG have equitable access to enrichment opportunities, extracurricular activities, and educational visits.</p> <p>Learners demonstrate improved collaboration, problem-solving, confidence and independence</p>

	<p>Learning experiences enhance engagement and motivation across the curriculum</p> <p>Pupil voice reflects enjoyment, relevance and increased aspiration.</p>
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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: £57,829

Activity	Evidence that supports this approach
<p>'Notice, Reflect, Respond' Learner Feedback Sessions.</p> <p>One-to-one Pupil Learning Review Sessions for FSM and vulnerable pupils in Years 1–6, enabling reflection on progress, strengths and next steps.</p>	<p>Education Endowment Foundation (EFF) - Feedback (+6 months)</p> <p>Education Endowment Foundation (EFF) - Metacognition & Self - regulation (+8 months)</p>
<p>Specialist Teaching Assistant support for pupils with Specific Learning Difficulties (SpLD) and basic skills needs, including assessment and progress tracking.</p>	<p>Education Endowment Foundation (EFF) - Teaching Assistants Interventions (+4 months)</p> <p>Education Endowment Foundation (EFF) - Oral Language Interventions (+6 months)</p>
<p>Teaching Assistant support for vulnerable FSM learners on a small group/individual tuition basis, including through ELSA provision.</p>	<p>Education Endowment Foundation (EFF) – Individualised Instruction (+4 months)</p> <p>Education Endowment Foundation (EFF) - One to One Tuition (+5 months)</p> <p>Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months)</p>
<p>Targeted digital skills intervention sessions across all year groups. Focusing on developing core digital competencies and safe and responsible use of technology</p>	<p>Education Endowment Foundation (EFF) – Mastery Learning (+5 months)</p>
<p>Purchase of digital learning platform subscriptions to support literacy, spelling,</p>	<p>Education Endowment Foundation (EFF) - Phonics (+5 months)</p>

reading and numeracy at school and at home (NESSY, IDL, RWI, Digi Maps)	
Investment in Sensory Learning Environment resources to promote independence, role play and communication skills.	Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months)
Learner Progress Reviews - Leadership non contact time to analyse FSM data, monitor interventions, observe vulnerable learners and evaluate impact across phases.	<p>FSM progress is regularly analysed and discussed by leaders</p> <p>Interventions are adapted based on evidence of impact</p> <p>Improved consistency and quality of FSM provision across phase</p> <p>Leaders can clearly articulate the impact of FSM funding</p>
Learner Progress Reviews - One-to-one Learning Review sessions for FSM and vulnerable pupils in Years 1–6, enabling reflection on progress, strengths and next steps £1500 (Spring Term)	<p>Learners are active participants in their learning and can articulate strengths and next steps</p> <p>Clear, personalised next steps are identified and reviewed</p> <p>Improved learner ownership and motivation for learning</p> <p>Stronger relationships between learners and staff</p>
Subsidised authentic learning experiences, visits and visitors across Years 1–6 to enrich the curriculum and develop problem-solving and collaboration skills.	<p>Education Endowment Foundation (EFF) - Arts Participation (+3 months)</p> <p>Education Endowment Foundation (EFF) - Collaborative Learning (+5 months)</p> <p>Education Endowment Foundation (EFF) – Play-based learning (+4 months)</p>
Specialist Teaching Assistant support in the 'Hive' provision to meet the needs of targeted learners during the Summer Term.	<p>Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months)</p> <p>Education Endowment Foundation (EFF) - Behaviour Intervention (+3 months)</p>

	Education Endowment Foundation (EFF) - Small Group Tuition (+4 months)
	Education Endowment Foundation (EFF) - Collaborative Learning (+5 months)

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: £60,422

Activity	Evidence that supports this approach
Pupil & Family Support Workers to provide targeted support for vulnerable pupils and families, strengthen home - school relationships and improve understanding of family circumstances.	Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months) Education Endowment Foundation (EFF) - Behaviour Intervention (+3 months) Education Endowment Foundation (EFF) - Parental Engagement (+4 months)
Family and Community Engagement (FaCE) initiatives & Workshops	Education Endowment Foundation (EFF) - Parental Engagement (+4 months)

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

Budgeted cost: £10,237

Activity	Evidence that supports this approach
Enriched Curriculum: <ul style="list-style-type: none"> ➤ Music Provision - Upbeat ➤ Gateway Rugby Subscription ➤ Shakespeare Schools Foundation ➤ Webber Design 	Education Endowment Foundation (EFF) – Mastery Learning (+5 months)
Social and Emotional Support animal therapy support through 'Baxter the Dog' one to one sessions.	Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months) Education Endowment Foundation (EFF) - Behaviour Intervention (+3 months)

Wellbeing resources including consumables for cooking / Enriched Curriculum	Education Endowment Foundation (EFF) – Collaborative learning approaches (+5 months) Education Endowment Foundation (EFF) - Social & Emotional Learning (+3 months)
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Total budgeted cost: **£136,425**

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
Deployed Teaching Assistant to deliver targeted SPLD and basic skills interventions and undertake assessments to track progress across the school.	FSM pupils receiving interventions showed improved literacy and numeracy skills, with assessment data demonstrating accelerated progress for the majority of pupils.
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.
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.
Purchased a range of digital platforms 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.

Non-contact for Phase 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.
Family and Pupil Support Workers employed 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.

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.
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.
Teaching Assistant provided targeted social and emotional wellbeing intervention.	FSM pupils demonstrated improved communication, social skills and behaviour, enabling better access to learning.
Subsidised FSM pupils' attendance at the Gilwern residential experience.	Ensured equal access to enrichment opportunities; FSM pupils developed independence, confidence and social skills.
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.
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.
Family & Community Engagement	FaCE Curriculum Events planned in Spring Term had a significant impact on children, families and staff, promoting

	<p>cultural diversity and offering a rich,community-based learning experience to all children in the school.</p> <p>FaCE initiatives have established a consistent PTFA, which contributes significantly to the participation in parent workshops.</p>
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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	https://www.elsa-support.co.uk
Read, Write, Inc.	https://www.ruthmiskin.com
Gateway Rugby	https://dragons2020.3bitlabs.co.uk/community/gateway.html
Shakespeare Schools Foundation	https://www.shakespeareschools.org
Baxter the Dog	https://thebaxterproject.co.uk
My Maths	https://www.mymaths.co.uk
Jigsaw	https://jigsaweducationgroup.com
Unicef - Rights of the Child	https://www.unicef.org.uk/what-we-do/un-convention-child-rights/
NESSY	https://www.nessy.com/en-gb
Communication Intervention Team (ComIT)	https://www.newport.gov.uk/schools-and-learning/support-schools/additional-learning-needs-aln/sensory-and-communication
Upbeat Music Workshops	https://www.upbeatmusicandarts.co.uk
GL Assessment - PASS Survey	https://www.gl-assessment.co.uk/products/pass/

Further information (optional)

The school's PDG Plans are regularly scrutinised by the Governing Body, supported by advice from the EAS and monitored by the Local Authority.