

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

| Detail | Data |
|---------------------------------------|-----------------------------|
| School name | Ninian Park Primary |
| Number of pupils in school | 591 |
| Proportion (%) of PDG eligible pupils | 215 |
| Date this statement was published | 1 st April 2025 |
| Date on which it will be reviewed | 31 st March 2026 |
| Statement authorised by | Jennifer Scott |
| PDG Lead | Cate Morris |
| Governor Lead | |

Funding Overview

| Detail | Amount |
|--|------------------|
| PDG funding allocation this academic year | £ 228,850 |
| EY PDG funding allocation | £ 104,650 |
| Total budget for this academic year | £ 333,500 |

Part A: Strategy Plan

Statement of Intent

At Ninian Park Primary School we aim to use the grant to ensure all pupils reach their potential.

- Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress.
- Making provision of high-quality interventions for pupils experiencing material disadvantage who have additional learning needs, or who are looked after children or have emotional, social and behaviour needs.

- Access to enrichment activities, the removal of any financial barriers to participation and the provision of extracurricular activities such as music, sport, educational visits
- The development of personal support and mentoring to meet pupils' physical, emotional and social needs; to improve wellbeing and readiness to learn through intervention programmes including Thrive, Trauma Informed Schools and Project Hero.
- To enable all vulnerable pupils in the early years setting opportunities to develop personally and socially in line with their peers by ensuring that all vulnerable pupils are targeted to make at least expected progress
- Development of strategies that involve the family and community including those that signpost additional support and learning opportunities

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 |
|--|---|
| To develop high quality learning and teaching for all pupils resulting in the closing of the disadvantage gap. | <p>Pupils who are not achieving their potential are identified and supported.</p> <p>Additional adult support is targeted and impactful resulting in improved learner outcomes improving.</p> <p>All pupils have access to good quality resources both in school and at home to support their learning, e.g. online platforms, hardware, etc</p> <p>Pupils and families understand the importance of regular school attendance in improving learner outcomes.</p> |
| To develop high aspirations supported by strong relationships. | <p>All pupils have opportunities to access a wide range of learning experiences and develop skills and talents (including social skills, music and sport).</p> <p>Staff are seen as positive role models by pupils, who feel they have someone that they can turn to for support and encouragement. 3</p> <p>Staff to work alongside parents and the local community to develop stronger links, and the promotion of lifelong learning for all.</p> <p>Parents feel that school is welcoming place for themselves as well as their children; where they are listened to and can be supported in developing their own skills and knowledge</p> |

Activity in this academic year

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

- Employment of additional staff to work in class with pupils
- Employment of additional staff to develop wellbeing, playground and after school provision
- Employment of an additional member of staff to develop community links, support family learning and increase attendance.
- Resource provision to ensure all pupils can access good quality resources to develop their learning.
- Enrichment activities to support all pupils despite their financial situation

Learning and Teaching

Budgeted cost: £ 181,038

| Activity | Evidence that supports this approach |
|----------------------|--|
| Language development | <p>Analyse results to track progress and attainment.</p> <p>Baseline and termly data prove that targeted support have a positive impact on progress and attainment.</p> <p>Two members of staff to support New to English pupils with their language acquisition so that they can express their needs and access learning.</p> <p>Additional support staff to aid pupil language acquisition and understanding in class.</p> |

Community Schools

Budgeted cost: £ 76,917

| Activity | Evidence that supports this approach |
|---|---|
| Employment of a FEO to support with community links and increasing attendance | <p>Build confidence with the parent community to be able to ask for help and support when needed.</p> <p>Work alongside parents in school to improve their confidence in supporting their children at home with different activities.</p> |

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| | <p>School to have a positive relationship with families where support and advice can be offered and accepted, including signposting to external services.</p> <p>Develop links with the local community to enable pupils to access resources, services and experiences to enhance their time at school and home.</p> <p>Attendance is monitored on a daily basis for first day absences. Patterns of absence are identified, with phone calls, face-to-face parental meetings and discussions with the SAO used to support and challenge low attendance.</p> |
| Additional adults | Support pupils with interventions linked with external agencies, to develop their skills, well-being and aspirations. |

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

Budgeted cost: £ 75,545

| Activity | Evidence that supports this approach |
|----------------------|--|
| Health and wellbeing | <p>Additional adults to provide intervention support for identified pupils, enabling them to achieve learning targets.</p> <p>Support for pupil's wellbeing will impact on their attainment and progress.</p> <p>Access to Forest School experiences to develop pupil wellbeing, where outdoor learning is practical, nurturing and developing pupils' understanding of the world around them.</p> |

Total budgeted cost: £ 333,500

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 previous academic year.

| Activity | Impact |
|------------------------------------|--|
| Employment of 2 Immersion teachers | Immersion classes have supported over 48 pupils across the year. Pupils have made accelerated progress in oracy, with 68% making accelerated progress during their time with the Immersion team. Teachers' |

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| | value this intervention highly and credit it with enabling pupils to make friends, settle into school routines and feel confident about expressing their needs. |
| Health Mentor | A Health Mentor worked 5 days a week in school. She supported 50 pupils across PS2 and 3 with coaching and focused support during lesson time. She also ran structured sport activities across our 2 hour lunchtime each day. The Wellbeing Compass scores continue to improve with emotional well-being scores rising from 4.01 to 4.37; personal development up from 3.87 to 4.42 and self-efficacy up from 3.40 to 4.26. |
| Employment of a Family Engagement Officer | The school has developed stronger links with local community groups, including the Community Gateway The school's PTA has been supported to help raise funds. A school book sale and Friday snack shack have raised over £2,000 for the school this year with the FEO's leadership. Attendance is monitored on a daily basis for first day absences. Patterns of absence are identified, with phone calls, face-to-face parental meetings and discussions with the SAO used to support and challenge low attendance. |
| Subscriptions | All pupils had access to online resources to support reading, maths and current affairs both in and outside of school; as well as access to an online digital portfolio. This gave pupils resources to enable them to complete homework, review skills covered in class and read for pleasure. |
| Enrichment | All pupils accessed UpBeat Music, receiving professional tuition in percussion. All pupils received at least one subsidised trip/experience to support access to wider experiences, including a whole school trip to Barry Island, theatre group and/or sport activities. Pupils in Year 4, 5 and 6 were supported in developing their cycling skills, through Learn To Ride and/or Cycling Proficiency sessions. 93% of pupils in Year 6 passed their cycling proficiency course, resulting them being safe to ride on the road. |

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 |
|------------------------------|-----------------|
| Project Hero – Health Mentor | Evolve |
| Percussion sessions | UpBeat Music |

Further information (optional)

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