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.

School Overview

Detail	Data
School name	Ninian Park Primary School
Number of learners in school	485
Proportion (%) of PDG eligible learners	40.7%
Date this statement was published	1st April 2026
Date on which it will be reviewed	30th March 2027
Statement authorised by	Full Governing Body
PDG Lead	Jenny Scott
Governor Lead	Laura Morris

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 318,500
EY PDG funding allocation	£ 0
Total budget for this academic year	£ 318,500

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

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes 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: £292,830

Activity	Evidence that supports this approach
Language development	Assessment team and class teachers to analyse results to track progress and attainment. Baseline and half termly data and analysis prove that targeted support have a positive impact on progress and attainment. Two members of staff to support New to English pupils with their language acquisition so that they can express their needs and access learning. (0.8 FTE)
Ordinarily available ALN implementation	Additional adults in classes across the school to support targeted learners. ALNCo time to support teachers to develop provision to meet the needs of pupils so they can make progress.

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: £14,928.80

Activity	Evidence that supports this approach
Employment (partial salary offset) of an FEO to support with community links and increasing attendance	Build confidence with the parent community to be able to ask for help and support when needed. Work alongside parents in school to improve their confidence in supporting their children at home with different activities. School to have a positive relationship with families where support and advice can be offered and accepted, including signposting to external services. Develop links with the local community to enable pupils to access resources, services and experiences to enhance their time at school and home. 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.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)
Budgeted cost: £16,665

Activity	Evidence that supports this approach
Health and Wellbeing	Access to Forest School experiences to develop pupil wellbeing, where outdoor learning is practical, nurturing and developing pupils' understanding of the world around them.

Total budgeted cost: 324,423,80

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.

Activity	Impact
Employment of 2 Immersion teachers	Immersion classes have supported over 35 pupils across the year. Pupils have made accelerated progress in oracy, with most making accelerated progress during their time with the Immersion team. Teachers value this intervention highly and credit it with enabling pupils to make friends, settle into school routines and feel confident about expressing their needs.
Employment of a Wellbeing Mentor	A Wellbeing Mentor works 5 days a week in school. She has supported key pupils across PS2 and 3 with coaching and focused support during lesson time. She also runs structured sport activities across our two hour lunchtime each day. This work has enabled pupils to focus more readily on their learning when returning to class and provides them with the strategies they need to manage emotions in class. Structured sports sessions at lunchtimes have led to better social behaviour and interactions during unstructured times for children across the school.
Employment of a Family Engagement Officer	The school has developed stronger links with local community groups, including the Community Gateway 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. Our FEO has been instrumental in strengthening home-school links with parents and supporting them with their children's education. Parents have also been able to access basic maths and literacy skills through parent courses which have run across the year.
Enrichment	Pupils in Years N, 1, 3 and 5 accessed UpBeat Music, receiving professional tuition in percussion and tuned instruments. Pupils in Years 5 and 6 were supported in developing their cycling skills, through Learn To Ride and/or Cycling Proficiency sessions.

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
Music sessions	UpBeat Music

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.