



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	Birchgrove Primary School
Number of pupils in school	369
Proportion (%) of PDG eligible pupils	9.4% EFSM 2.2% IDP
Date this statement was published	7/11/25
Date on which it will be reviewed	7/5/26
Statement authorised by	Simon Johns
PDG Lead	Simon Johns
Governor Lead	Christine Salter

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£40,250
PDG (additional)	£1570
Total budget for this academic year	£ 41820

Part A: Strategy Plan

Statement of Intent

- The Pupil Deprivation Grant (PDG) is allocated to schools to support learners from low-income families who are eligible for free school meals (eFSM), as well as vulnerable learners such as those who have been Looked After (CLA) continuously for more than six months. These learners are identified and their progress is rigorously monitored against that of their peers. Where learners are at risk of not achieving age-related expectations, appropriate interventions are implemented. We maximise the impact of this funding by embedding sustainable strategies that deliver measurable improvements for identified learners, while strengthening provision across the whole school.*

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
Wellbeing support for vulnerable learners Specific interventions are provided for identified vulnerable learners in Years 1–6, with progress measured against individual wellbeing goals. Monitoring will evidence improvements in resilience, confidence, and engagement by July 2026	Vulnerable learners demonstrate measurable progress in number facts, calculation strategies, and problem-solving across termly assessments
FSM pupil attendance will improve in line with school targets. Attendance data is reviewed half-termly, with early intervention strategies and family engagement ensuring barriers are addressed promptly.	Data reviews show consistent progress towards targets, with clear evidence of improvement over time
Targeted strategies will improve literacy and communication skills for vulnerable learners from Reception to Year 6. Progress in reading, writing, speaking, and listening will be tracked termly, with measurable gains in fluency and confidence by the end of the academic year.	Vulnerable learners show measurable progress in reading, writing, speaking, and listening in termly assessments.
Mathematical support: Targeted interventions for vulnerable learners (Y1–Y6) to improve fluency, confidence, and secure understanding of key concepts	Vulnerable learners demonstrate measurable progress in number facts, calculation accuracy, and problem-solving in termly assessments

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £ 22308

Activity	Evidence that supports this approach
<p>1.Improve reading and spelling standards for targeted eFSM and eFSM ALN pupils.</p> <p>Mini Rainbows,catch up reading interventions:</p> <p>1 TA (.3) 2 Terms £7436</p> <p>Rapid Readers catch up intervention:</p> <p>1TA(.3) 2 Terms £7436</p>	<p>Identified learners will establish and maintain positive relationships with the school-based support team and their class teachers.</p> <p>Parents of identified learners will receive a clear explanation of the intervention support and be offered opportunities to meet with relevant staff.</p> <p>Intervention data will be used to evidence learner progress through a range of measures, including benchmarking assessments to establish starting points and track improvement, standardised Salford reading test results to demonstrate gains in accuracy and comprehension, reading age progression to show measurable improvement over time, Young’s Spelling Test outcomes to monitor development in spelling accuracy, and Welsh National Reading Test data to provide comparative evidence against national expectations.</p> <p>Questionnaire analysis, combined with session feedback and teacher observations, will be used to evaluate learner progress against agreed targets.</p>
<p>2.Raise standards of numeracy skills of targeted eFSM and ALN pupils.</p> <p>Rapid Maths catch up numeracy intervention:</p> <p>1TA(.3) 2 Terms £7436</p>	<p>Identified learners will establish and maintain positive relationships with the school-based support team and their class teachers.</p> <p>Parents of identified learners will receive a clear explanation of the intervention support and be offered opportunities to meet with relevant staff.</p> <p>Intervention data will be used to evidence learner progress through a range of measures, including benchmarking assessments to establish starting points and track improvement, standardised mathematics test results to demonstrate gains in accuracy and problem-solving and Welsh National Numeracy Test data to provide comparative evidence against national expectations.</p> <p>Learners and class teachers will complete individual pre- and post-intervention questionnaires to provide a broad measure of progress.</p>

Community Schools

Budgeted cost: £ 4216

Activity	Evidence that supports this approach
<p>To making every pupil, especially our vulnerable learners, feel valued and included in our school community by fostering belonging, providing targeted support, and ensuring equal opportunities to thrive.</p> <p>Grade 3 TA: Run Sports Club every Wednesday</p> <p>Grade 3: 1hr a week = £400</p> <p>HLTA: To run a book shop out of one of the hobbit huts with pupils</p> <p>Ensure vulnerable pupils are represented on school committies.</p> <p>Half termly 1hr= £450</p> <p>Support families to ensure all can attend Y6 residential trip. Suppliment education visits for vulnerable families.</p> <p>Approximately £1650</p> <p>Lego Club</p> <p>Grade 3 TA</p> <p>0.5 = £1716</p>	<p>Establish Family engagement programmes: Workshops for parents on literacy, numeracy, wellbeing, or digital skills to support learning at home.</p> <p>Further Develop Community partnerships: Collaborations with local organisations, charities, and health services to provide mentoring, counselling, or enrichment opportunities.</p> <p>Extended school activities: After-school clubs, breakfast clubs, and holiday provision targeted at FSM learners to improve attendance, wellbeing, and attainment.</p>

Ensure vulnerable pupils are represented on school committees	
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 13,220

Activity	Evidence that supports this approach
<p>Enhance pupil health and wellbeing provision and experiences.</p> <p>HLTA 1hrs ELSA £5928</p> <p>X 2</p> <p>Grade 3 0.5hrs £5576</p> <p>Talkabout Grade 3 TA: £1716</p>	<p>Identified learners will establish and maintain positive relationships with the school-based support team and their class teachers, while parents will receive a clear explanation of the wellbeing intervention support and be offered opportunities to meet with relevant staff.</p> <p>Wellbeing assessments will be used to identify learners' needs and inform targeted strategies, ensuring provision is tailored to individual circumstances.</p> <p>Learners will attend weekly wellbeing-focused sessions with the school-based support team (Emotional Literacy Support - ELSA) with intervention data evidencing progress through benchmarking assessments, wellbeing outcomes, and pupil voice feedback.</p> <p>To provide a broad measure of impact, learners and class teachers will complete individual pre- and post-intervention questionnaires (Shining Stars). Analysis of these, alongside session feedback and teacher observations, is used to evaluate progress against agreed wellbeing targets.</p> <p>Improved attendance figures, especially with identified pupils who are either eFSM or have been identified as requiring well being interventions.</p> <p>Improve playtimes and dinnertimes to ensure all pupils, including our vulnerable learners, are provided with activities to promote their well being.</p>
<p>Playground resources for playtimes and dinner times: Remaining PDG spent on playground resources for dinner time and playtimes for both lower and upper school playgrounds. This is also supplemented by PTFA</p>	

Total budgeted cost: £ 39,744

Part B: Review of outcomes in the previous academic year

Pupil feedback in the yearly questionnaire demonstrates high levels of pupil wellbeing. Only 2.9% of pupils disagreed with the statement *I enjoy being at school* in the pupil questionnaire and 0.7% disagreed with the statement *I feel safe and cared for in school*. 1.8% disagreed with *Staff listen to me and pay attention to what I say*. The parent questionnaire would support this also. 99% of parents agree or strongly agree with

the statement *My child is safe at school*, 98.6% agree or strongly agree with the statement *My child enjoys coming to Birchgrove School*.

Targetted interventions in Yr 4 showed that FSM – 80% of FSM children achieved 95 or above in all 3 Welsh Government Tests

100% of pupils improved on their age standardised reading score in the Salfords test during the year.

Targetted interventions in Yr 5 showed that FSM 71% of FSM children achieved 95 or above in all 3 Welsh Government Tests. 100% of pupils improved on their age standardised reading score in the Salfords test during the year.

Targetted interventions in Yr 6 showed that FSM – 75% of FSM children achieved 95 or above in all 3 Welsh Government Tests

100% of pupils improved on their age standardised reading score in the Salfords test during the year.

Whole school attendance was 95.4% although the gap between attendance of FSM and eFSM has grown mainly due to 2 families, one new to the school with 4 children across the school.

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