

# 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	George Street Primary School
Number of learners in school	394
Proportion (%) of PDG eligible learners	30%
Date this statement was published	12.09.25
Date on which it will be reviewed	September 2026
Statement authorised by	Keri Manley (Headteacher)
PDG Lead	Keri Manley (Headteacher)
Governor Lead	Dan James

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£146,867
EYPDG	£26,450
<b>Total budget for this academic year</b>	<b>£173,317</b>

## Strategy Plan

### Statement of intent

The Pupil Development Grant (PDG) is given to schools in Wales and aims to tackle the impact of deprivation and disadvantage on educational attainment. Funding is based on a per pupil basis and is designed to specifically support the progress of pupils in receipt of free school meals (FSM).

At George Street, it is our intention to:

- Support pupils to feel safe, happy and secure high levels of wellbeing
- Provide wellbeing interventions, by trained staff, so pupils are ready to learn
- Provide support to raise standards, particularly in literacy and number skills through different interventions and platforms
- Appropriately adapt and differentiate teaching and learning to meet the needs of pupils
- Provide FSM pupils with the same opportunities and experiences as non FSM pupils
- Improve family and community engagement through a range of 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
Vulnerable pupils will gain the necessary support needed with their social and emotional development, which will enable them to access learning effectively. For example, through Thrive Practitioners, Emotional Literacy Support Assistant, Trauma Informed Schools Practitioner	<p>Learner well-being is a priority.</p> <p>Identified pupils are well supported and nurtured and improvements in wellbeing are observed and sustained.</p> <p>School monitoring indicates that learners become more emotionally robust and can develop and maintain respectful relationships.</p>
Providing regular Forest School and Coastal School activities and visits to support the development of pupils' social, physical and communication skills and to improve their knowledge and understanding of the environment.	<p>All learners from Nursery to Year 6 has access to Forest School activities to improve knowledge and understanding of the environment.</p> <p>All learners from Reception to Year 6 has access to Coastal School activities to improve knowledge and understanding of the environment.</p>
Subsidising the cost of transport and enrichment activities to broaden pupils' experience. For example, to fund visits and visitors into school and to reduce the cost of residential visits.	Identified FSM and vulnerable learners will participate fully and not be disadvantaged in relation to educational activities.
To further develop the school's provision for social and emotional development and for families and wider community	<p>Continue to develop the role of the Family Liaison Officer within the school.</p> <p>Develop a wider range of support programmes for families and pupils.</p>

## Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

<ul style="list-style-type: none"> <li>• Additional support staff members employed to deliver academic and wellbeing interventions that meet the needs of vulnerable learners and their families</li> <li>• Staff and lead staff identify groups of learners and track their progress in reading, writing and numeracy</li> <li>• Use the school's assessment system to identify barriers to learning, plan for next steps and monitor the impact of intervention</li> <li>• Leads monitor eFSM learners and identify support needed to ensure they reach their potential</li> <li>• Family Liaison Officer to support identified families to support them in meeting the wellbeing and academic needs of their children successfully.</li> </ul>
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## Learning and teaching

Budgeted cost: £59,267

Activity	Evidence that supports this approach
To provide regular timetabled forest school / coastal school sessions for all pupils.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> <li>• Collaborative learning approaches</li> </ul>
Pupils to have access to high quality physical play and well being sessions	Estyn - The use of the outdoor learning environment to support pupils learning and well-being  Education Endowment Foundation (EEF) – Teaching and Learning toolkit:
Pupils to have access to high quality early years provision as well as basic skill support through small group support and appropriate resources.	<ul style="list-style-type: none"> <li>• Teaching assistant interventions</li> <li>• Mastery learning</li> <li>• One to one tuition</li> </ul> Education Endowment Foundation – Early Years toolkit: <ul style="list-style-type: none"> <li>• Play-based learning</li> <li>• Early numeracy approaches</li> <li>• Early literacy approaches</li> </ul>
Pupils to access high quality provision when	Education Endowment Foundation (EEF) – Teaching and Learning toolkit:

using skills across the curriculum	<ul style="list-style-type: none"> <li>• Mastery learning</li> <li>• Small group tutoring</li> </ul>
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**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: £41,466

Activity	Evidence that supports this approach
FLO officer provides effective support to identify vulnerable pupils and families through regular communication, signposting support, liaising with external agencies and monitoring attendance.	<p>Estyn - Community schools: families and communities at the heart of school life</p> <p>Welsh Government Guidance 2022: 'Community Focused Schools'</p> <p>Heart of the Community – Silver Award</p> <p>Education Endowment Foundation (EEF) – Teaching and Learning toolkit:</p> <ul style="list-style-type: none"> <li>• Parental engagement</li> </ul>
To secure effective communication with parents.	<p>School's register of parental engagement</p> <p>School's register of families supported</p>

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

Budgeted cost: £72,584

Activity	Evidence that supports this approach
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Thrive and ELSA support for identified pupils, including staff training and platform licence.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Teaching assistant interventions</li> <li>• Metacognition and self-regulation</li> </ul>
School subsidy to mitigate the cost of visits and visitors.	Estyn - The use of the outdoor learning environment to support pupils learning and well-being  Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> <li>• Physical activity</li> </ul>

Total budgeted cost: £173,317

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
FLO officer provides effective support to identify vulnerable pupils and families through regular communication, signposting support, liaising with external agencies and monitoring attendance.	Family Liaison Officer (FLO) links with the community continues to grow with increased contact with vulnerable families.  FLO meet regularly with parents to offer support with food, clothing and additional household resources.  All families report that the support was highly impactful and supportive.
Community officer to link with charities to provide support to identified families and to run support groups.	52 families access our food bank supplies in total, (this includes accessing our food shelves in the school entrance and our Friday food bank)  15 families have been supported with school uniform from our preloved and new rail.  Also 26 families had Christmas presents, and Easter eggs from Helping hands.

Regular timetabled forest school / coastal school sessions for all pupils.	<p>All children from nursery to year 6 had access to forest school sessions and activities (timetabled once a week per class). Children's engagement levels during these sessions were good and children showed good understanding of aspects of the outdoors. All pupils expressed their enjoyment of the experiences.</p> <p>All children from years 1 to 6 attended one coastal school trip last academic year. This initiative was fully funded by school, ensuring all children attended.</p>
Pupils will receive bespoke phonics, reading and numeracy support or interventions, according to their specific needs by way of online platforms.	Reception pupils have regular opportunities to develop their phonic knowledge, addressing a significant gap whereby children previously began accessing phonics only from Year 1. Targeted pupils from Reception to Year 4 receive Read Write Inc. sessions four times a week, contributing to progress in reading for most of these pupils. In Years 5 and 6, targeted pupils have access to a new intervention programme called Fresh Start. Most participants have shown improvement through engagement with this programme, with around half completing it successfully by the end of the year.
Pupils to have access to high quality early years provision as well as basic skill support through small group support and appropriate resources.	Improved provision and additional resources supported children progress. This will remain a focus next academic year.
To enhance community links by providing the community with events at school.	<p>10 families attended Cook Stars. We were only able to run one course as Cook Stars lost their funding and so unable to carry on the courses.</p> <p>Approx. 280 plus families attended our Christmas event.</p> <p>All families had the opportunity to visit school once during the year for an event as well as being invited to Christmas concerts and Sports days.</p>
To secure effective communication with parents	<p>All families have access to Teacher2Parents app.</p> <p>All families receive the minimum of weekly updates from school.</p> <p>All families access parent consultation invites through the app.</p>

## 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
Whole staff training and development (RWI)	Read, Write, Inc
Accelerated Reader and STAR maths	Renaissance