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	St. Mary's R.C. Primary School
Number of learners in school	198
Proportion (%) of PDG eligible pupils	28% (including transitionally protected)
Date this statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Mr. M. Buckley
PDG Lead	Mrs. D. Hawkins
Governor Lead	Mr. R. Hathway

Funding Overview

Detail	Amount
PDG	£56,473
Early Years PDG	£10,353
Total budget for this academic year	£66,826

Strategy Plan

Statement of intent

We are committed to using the PDG to reduce the impact of poverty on attainment and to ensure equity in educational outcomes for all pupils. Funding will be directed towards targeted support strategies, including literacy and numeracy interventions, wellbeing programmes, and family and community engagement. We will monitor the effectiveness of

these approaches through regular evaluation and adapt provision to meet emerging needs, our goal is to ensure that every child, regardless of background, can thrive and reach their full potential.

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 close the attainment gap in literacy between eFSM and non-eFSM pupils through targeted support and evidence-based interventions.	72% of eFSM pupils in Years 2–6 make at least expected progress in reading and writing, as measured by school tracking data and national assessments. Small group and 1:1 interventions (e.g. Reading Recovery, Rapid Reading) show measurable progress via baseline and end-point assessments. Lesson observations and book scrutiny show evidence of increased engagement and improved quality of writing among eFSM pupils. Pupil voice indicates increased confidence and enjoyment in reading and writing.
To improve the emotional wellbeing and engagement of eFSM pupils, enabling better access to the curriculum.	Reduction in wellbeing-related referrals or incidents (e.g. behaviour logs, pastoral concerns) among eFSM pupils by at least 28%. All eFSM pupils identified as vulnerable have access to appropriate wellbeing interventions (e.g. ELSA, nurture groups, counselling). Attendance of eFSM pupils improves to at least 93% overall (from baseline data). Pupil voice and teacher surveys reflect improved self-esteem, confidence, and a sense of belonging in school.
To develop stronger home-school partnerships with the families of eFSM pupils to support learning and wellbeing.	At least 60% of parents/carers of eFSM pupils attend curriculum workshops or progress meetings.

	Improved communication systems (e.g. bilingual newsletters, Class Dojo, pastoral home visits) lead to increased engagement and feedback from eFSM families. Parents report increased confidence in supporting their child's learning at home, through structured feedback forms or informal surveys. Increase in participation of eFSM families in community and school faith events (e.g. liturgies, celebrations, charity work).
To ensure that all eFSM pupils can fully participate in the life of the Catholic school, including extra-curricular, spiritual, and cultural experiences.	100% of eFSM pupils have access to school trips, residentials, and extra-curricular activities through PDG-funded support. All eFSM pupils take part in at least one faith-based activity beyond the classroom each term (e.g. RE retreat days, collective worship leadership, parish involvement). Monitoring shows eFSM pupils are proportionally represented in pupil leadership roles (e.g. school council, eco team, Mini Vinnies). Pupil and parent feedback reflect a sense of inclusion and pride in the school's Catholic mission and values.

Activity in this academic year

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

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

Budgeted cost: £41,661

Activity	Evidence that supports this approach
Partial staff costs (30%) for CB and CG to deliver THRIVE wellbeing interventions for eFSM pupils	**Reduced exclusions and absenteeism** A large independent evaluation by ImpactEd involving more than 2,600 schools found:

	severe absenteeism reduced by up to 38% exclusion rates 27% lower than national averages exclusions in primary schools reduced by 52% over two years. **Improved pupil wellbeing and engagement** Schools using Thrive reported improvements in: emotional resilience classroom engagement relationships with peers and staff behaviour for learning. **Positive staff wellbeing and school climate** Research found staff wellbeing in Thrive schools was higher than national averages, with staff reporting: greater confidence supporting SEMH needs reduced emotional strain more consistent relational approaches across school. **Improved attainment and access to learning** Thrive reports and school case studies suggest pupils become more emotionally regulated and therefore better able to access learning and improve academically.
Partial staff costs (30%) for CT and KT to deliver ELSA wellbeing interventions for eFSM pupils	**Children report positive emotional outcomes** Qualitative studies with primary pupils found children reported: improved emotional understanding better coping strategies increased confidence feeling listened to and supported. **Improved relationships and communication** Systematic reviews identified consistent themes of: improved social and relational skills

	stronger communication skills better emotional expression. **Positive school experience** Pupils often described ELSA sessions as a safe, trusted space that helped them feel calmer and more positive about school. **Growing evidence base** A scoping review identified more than 50 studies and evaluations examining ELSA, suggesting increasing professional interest and emerging practice-based evidence. **Useful for SEMH early intervention** Schools frequently use ELSA successfully for children with: Anxiety low self-esteem friendship difficulties emotionally based school avoidance mild-to-moderate SEMH needs.
Partial costs (50%) for whole school 'Restorative Approach' Professional Learning to support the emotional wellbeing of eFSM pupils	**Reduced exclusions/suspensions** A major systematic review/meta-analysis of 37 school-based studies found that behavioural interventions (including restorative and preventative approaches) led to a **small but statistically significant reduction in exclusions/suspensions in the short term**: Effect size: **SMD = .30** Impact was strongest in the first ~6 months **School climate and relationships often improve** A 2021 systematic review of restorative practices in schools found repeated improvements in: student-teacher relationships peer relationships conflict resolution

	school climate emotional literacy reductions in bullying/conflict incidents stronger family/community engagement These outcomes are reported more consistently than hard academic outcomes. This aligns with why many schools adopt restorative models in the first place: they're often trying to improve relational culture, not just reduce detentions. **Fewer behavioural incidents** A 2020 systematic review found restorative practices showed reducing conflict and disciplinary incidents—but researchers were cautious because many studies had weak designs:
Transport costs to ensure that all eFSM pupils from Year 1 to Year 6 are able to attend swimming sessions.	**Improved swimming competence (core outcome)** Large-scale public health and education research consistently shows that **structured school swimming programmes increase basic aquatic competence**, especially when: lessons are compulsory rather than opt-in delivered over multiple years taught by qualified instructors supported with adequate pool time This is important because swimming competence is unevenly distributed: children from lower-income households are significantly less likely to be able to swim confidently. **Water safety knowledge improves** Studies in drowning prevention literature show that school swimming programmes: improve awareness of water safety risks increase survival skills (floating, treading water, safe entry/exit) reduce anxiety around water

	Equity impact is one of the strongest findings This is where the evidence is most consistent. Free provision reduces: inequality in access to swimming lessons outside school cost barriers (lessons, transport, club membership) gender and socioeconomic gaps in participation In UK-based research (including work linked to school sport policy), swimming is repeatedly identified as a **"postcode and income dependent skill"**, meaning school-based universal access is one of the few ways to close that gap.
To increase participation, engagement and confidence in physical activity for all eFSM pupils	**Strong improvement in "physical literacy"** There is fairly strong evidence that multi-skills or "physical literacy" programmes improve: fundamental movement skills (FMS) coordination and motor competence confidence in physical activity contexts This is important because FMS are strongly linked to later sport participation. **Increased participation and engagement (short–medium term)** Studies in school PE interventions show: higher enjoyment of PE improved engagement from less sporty pupils increased willingness to participate in physical activity outside PE This is especially strong for pupils who previously self-identified as "not sporty." **Health-related benefits** Evidence suggests improvements in: moderate-to-vigorous physical activity (small-to-moderate increases) weight-related outcomes (in some longer interventions)

	general fitness markers.

Teaching and Learning

Budgeted cost: £25,888

Activity	Evidence that supports this approach
Partial staff costs (35%) for CC to deliver Numeracy/Maths & Literacy/Reading/Phonics interventions to eFSM pupils.	This is one of the **strongest evidence-backed uses of funding** in education. High-quality studies consistently show that: **1:1 or small-group tuition** produces strong gains in attainment **structured literacy/phonics interventions** are especially effective in KS1 and for struggling readers **catch-up numeracy interventions** can yield moderate gains when targeted and diagnostic EEF guidance (Education Endowment Foundation) typically rates: **+4 to +6 months progress** for effective small-group/tuition interventions **Key condition (important)** Impact depends heavily on: precise diagnosis (not generic "catch-up groups") trained staff delivering structured programmes short, focused cycles with assessment avoiding overlap with core teaching
Release/cover costs for staff to observe high-quality independent learning practice within and beyond the school.	This is linked to **professional development via instructional coaching / lesson study / peer observation**. Evidence suggests: focused observation cycles (not general "look and learn") clear improvement focus (e.g., questioning, feedback, modelling) follow-up coaching and practice repeated cycles over time
Partial staff costs (20%) for SJ to deliver Social & Emotional and Oracy	**Social & emotional learning (SEL)** Strong international evidence shows SEL programmes can improve: behaviour and self-regulation

interventions to eFSM pupils	attitudes to learning attainment (indirectly) EEF typical effect size: **+4 months progress (on average)** **Oracy interventions** Evidence base is **growing and relatively strong in UK context**: improved vocabulary and reasoning better reading comprehension outcomes stronger confidence in discussion and explanation EEF often rates oral language interventions: **+5 to +6 months progress (especially early years/KS1)**
To purchase high quality resources and equipment that promotes independence, exploration and child initiated learning in Early Years.	**What research says** This sits in the **early childhood education / play-based learning** evidence base. High-quality findings show: **Strong impacts when:** environments are language-rich resources promote sustained shared thinking adults scaffold play intentionally children have structured but flexible exploration **Key benefits:** language development self-regulation early numeracy concepts executive function (planning, attention control)
Partial staff costs (20%) for CT to deliver literacy interventions (phonics and reading) for eFSM pupils.	**phonics is one of the most evidence-secure interventions in education research globally**. **What research says** Systematic reviews consistently show: systematic synthetic phonics improves early reading accuracy

	reading fluency improvements are strongest in KS1 early intervention prevents long-term attainment gaps EEF rating: **+5 months progress (phonics-based interventions)** **Key success factors:** fidelity to programme frequent practice decodable texts aligned to instruction early identification of need

Community Focussed Schools

Budgeted cost: N/A

Activity	Evidence that supports this approach
N/A	N/A

Total budgeted cost: £67,549

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
Teaching Talking	GL Assessment
Restorative Approach	Restorative Practice
Thrive	The Thrive Approach