Pupil Development Grant Spend 25-26

This statement details the impact of the school's use of the PDG and CLA Grant for the 2024 to 2025 academic year.

School Overview

Detail	Data
School name	St. Mary's R.C. Primary School
Number of learners in school	196
Proportion (%) of PDG eligible pupils	28% (including transitionally protected)
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Mr. M. Buckley
PDG Lead	Mrs. D. Hawkins
Governor Lead	Mr. R. Hathway

Funding Overview

Detail	Amount
PDG	£62,542
Early Years PDG	£19,373
Cluster CLA	£3,971
Total budget for this academic year	£85,886

Strategy Plan

Statement of intent

We are committed to using the PDG/CLA funding 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.

Action	Grant	Cost	Impact
To provide CLA pupils with Thrive support for emotional wellbeing. To provide CLA pupils with interventions for emotional wellbeing. ELSA and THRIVE. This will include training for relevant staff if required.	CLA Cluster	£3,971	Most pupils develop a stronger understanding of their emotions and demonstrate improved self-regulation. As a result, they engage more positively in their learning and show increased resilience when facing challenges. Most pupils who receive targeted ELSA or Thrive support make notable improvements in their emotional wellbeing and confidence. They form positive relationships with their peers and adults, contributing to a calm and nurturing learning environment. Nearly all staff apply consistent strategies to promote pupils' emotional wellbeing through the Jigsaw programme. This helps to create a whole-school culture where pupils feel safe, valued and ready to learn. Most pupils, particularly those identified as vulnerable or with additional l earning needs, benefit from the structured emotional support provided through ELSA, Thrive and Jigsaw. As a result, they show improved attendance, engagement and readiness to learn across the curriculum.
1 x partial staff costs to improve literacy (phonics /reading) and Social Speaking group sessions to support eFSM pupils.	EYPDG	£19,373	Most pupils showed accelerated progress in phonics phases, decoding accuracy and reading fluency, with assessments evidencing stronger foundational literacy skills. Many pupils participating in oracy groups demonstrated improved confidence when speaking in class, contributing to discussions more willingly and using a wider, more expressive vocabulary. Increased reading enjoyment and motivation were observed across groups, with many pupils showing greater independence in choosing reading materials and engaging positively in guided reading. Many targeted pupils transferred skills from intervention sessions into classroom tasks, resulting in noticeable improvements in writing and overall communication.

4 x partial staff costs to deliver academic and wellbeing interventions for eFSM pupils Rapid Reading Phonics Interventions (including RWI) SpLD interventions Rapid Maths ELSA THRIVE Lego Therapy	PDG	£58,593	Most pupils receiving targeted literacy, numeracy and SpLD interventions made measurable progress from baseline assessments, with many closing identified gaps or moving closer to age-expected levels. Most pupils engaged in ELSA, THRIVE and Lego Therapy demonstrated improved emotional regulation, reduced behavioural incidents and greater readiness to learn, as reported by class teachers. Pupil wellbeing surveys and case studies show increased confidence, resilience and positive relationships with trusted adults (for most pupils). Attendance and engagement improved for many vulnerable pupils, including CLA and those with ALN, resulting in more stable learning routines. Regular review of intervention data enabled early identification of pupils needing additional support, ensuring timely adjustments and improved outcomes across the year. Strong collaboration between intervention staff and teachers enhanced consistency of provision and contributed to a whole-school culture of nurture and inclusion.
eFSM pupils to attend Eco events - Augusta house Ebbw Vale to help residents and the community with gardening/Eco projects and the Eco Awards Ceremony	PDG	£500	Pupils developed a strong sense of responsibility and pride through leading environmental projects that visibly improved local spaces and strengthened community links, especially with Augusta House residents. Participation boosted self-esteem, teamwork and leadership, with pupils confidently representing the school at the Eco Awards Ceremony. Projects enhanced cross-curricular learning, with pupils applying scientific, geographical and RE understanding to real-world contexts. Pupil voice strengthened as children contributed opinions, ideas and solutions that shaped environmental work across the school.
Travel costs for all eFSM pupils from Reception to Year 6 to attend swimming lessons.	PDG	£2,500	All pupils accessed swimming lessons regardless of financial circumstance, removing cost barriers and ensuring equitable participation. Confidence in the water increased for nearly all pupils, with many achieving National Curriculum expectations or making significant progress toward them. Behaviour, focus and emotional wellbeing improved on swimming days for many pupils,

			contributing to positive attitudes and healthy lifestyles. Families reported increased confidence in their children's safety around water, reinforcing swimming as an essential life skill.
All eFSM pupils from Nursery to Year 6 to attend Sports sessions - Next Gen Academy	PDG	£800	Most pupils across all year groups showed improvements in coordination, balance, agility and fundamental movement skills, contributing to healthier physical development. Regular participation in structured sport strengthened social skills such as cooperation, turn-taking and teamwork, with a positive knock-on effect in classroom behaviour. Many pupils demonstrated greater self-confidence, resilience and a willingness to attempt new activities. Engagement was high among disadvantaged learners, contributing to more positive attitudes toward physical activity and improved wellbeing. The consistent programme supported inclusive access, with pupils with ALN or physical needs actively participating and achieving personal milestones.