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# Pupil Development Grant School Statement template

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.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

## School Overview

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| **Detail** | **Data** |
| School name |  Johnston C.P. School  |
| Number of learners in school  | 260 |
| Proportion (%) of PDG eligible learners |  19% |
| Date this statement was published |  June 2025 |
| Date on which it will be reviewed |  Autumn 2025 |
| Statement authorised by |  Tracey Young |
| PDG Lead |  Ross Williams (Acting Headteacher)  |
| Governor Lead |  Tracey Young |

## Funding Overview

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| **Detail** | **Amount** |
| PDG funding allocation this academic year | £33, 350.00 |
|  Early Years | £10,350.00 |
|   |   |
| **Total budget for this academic year**  | £43,700.00 |

## Part A: Strategy Plan

### Statement of intent

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| You may want to include information on:* What are your ultimate objectives for the children being supported?
* How does your current strategy plan work towards achieving those objectives?
* What are the key principles of your strategy plan?
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### 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.

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| **Intended outcome** | **Success criteria** |
| To ensure attendance is regularly reviewed and acted on in a timely manner, for example, HT informed, letters sent out, EWO support.  | Attendance is at least in line with WG target. Persistent absentees is followed up quickly and actions put in place to support the family and attendance. Policy and procedures are rigorously and consistently followed.. |
|  Purchase of school uniform to encourage well-being of under privileged children. Purchase of daily snacks to ensure all children have a healthy snack throughout the day. |  Children are provided with a school uniform so that they are recognised as part of the school to support their well-being.All children are provided with a healthy snack to ensure they are not hungry or disadvantaged. This is open to all children so pupils are not seen as different. |
|  Provision of outdoor learning and real-life experiences for pupils in the Nurture Base and those requiring additional nurture support across the school. |  Trips/visits support well-being and positive behaviour. Trips/visits allow pupils to engage with the environment, apply their skills and take part in real life experiences. |
| Providing opportunities to engage families in learning opportunities alongside their child(ren) and within the school. Work alongside Springboard who plan, deliver and engage with our families. | Pupils are able to work alongside their parents/carers. Targeted support for families and encouraging positive and proactive engagement with the school. Supporting parents/carers to gain confidence and develop skills. This may result in further education opportunities. |

### Activity in this academic year

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

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### Learning and teaching

Budgeted cost: £ *39,700.00*

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| **Activity** | **Evidence that supports this approach** |
| Maths Intervention - Success at Arithmetic Project Continuing this programme  |  Intervention is supported by the EEF and work by the Liverpool University. Project is based upon Singapore approach and requires training. |
| Reading Leader (Phoenix Club).  | A huge amount of research supports children develop proficient reading skills. Reading leaders are going to work with the ALNCo to drive forward standards in reading. During 2022-2023, this had a significant impact.  |
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| Intervention/nurture during Early years. Use of LSA to support their introduction to school. |  A significant minority of pupils enter school below age related expectations. It is important that we support these pupils on entry. In order to do this, we need to ensure that we support pupils with their language and maths development.  |

### 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: £ *3000.00*

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| **Activity** | **Evidence that supports this approach** |
| Parent engagement Springboard (Total £3000) on designated sessions |  To ensure that families have the opportunity to work positively with the school and alongside their child(ren). This develops relationships, skills and positive working with the school. It also ensures time is given for families to work together. |
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### Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ *1000.00*

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| **Activity** | **Evidence that supports this approach** |
| To allow all children to have access to school clubs, trips, visits etc. |  To ensure all pupils have an equitable opportunity to join in extracurricular clubs, visits and trips. This develops pupil skills, confidence, well-being and a sense of belonging. |
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Total budgeted cost: £*43,700.00*

## 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 20XX to 20XX academic year.

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| **Activity** | **Impact** |
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### 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.

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| **Programme** | **Provider** |
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## Further information (optional)

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| 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. |