



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 year. It outlines our strategy, how we intend to spend the funding in this academic year.

School Overview

| Detail | |
|---------------------------------------|----------------|
| School name | Hendre Primary |
| Number of pupils in school | 261 |
| Proportion (%) of PDG eligible pupils | 27% |
| Date this statement was published | April 2025 |
| Date on which it will be reviewed | April 2026 |
| Statement authorised by | L Seamons |
| PDG Lead | L Seamons |
| Governor Lead | M Sargent |

Funding Overview

| PDG funding allocation this academic year | Amount |
|--|-----------------|
| Equity | £67,549 |
| Standards | £75,075 |
| | |
| Total budget for this academic year | £142,624 |

Part A: Strategy Plan

Statement of Intent

Hendre Primary School will support PDG/EYPDG eligible pupils through a variety of regular interventions, support and provision provided by staff. This will be closely tracked by senior staff to ensure appropriateness of intervention and progress made by the pupils. All disadvantaged learners make at least good progress

Key principles are:

- Literacy
- Numeracy
- Wellbeing
- Exposure to opportunities that may not normally be available to PDG eligible pupils

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 |
|--|--|
| <p>PDG/EYPDG eligible pupils will make at least good progress in reading, writing and oracy through targeted literacy interventions, with gaps between disadvantaged learners and their peers reducing over time</p> | <ul style="list-style-type: none"> ● PDG/EYPDG learners make good or better progress in reading, writing and oracy from their individual starting points. ● The attainment gap between PDG/EYPDG learners and non-PDG peers in literacy reduces year on year. ● Standardised scores, teacher assessments and book scrutiny show sustained improvement in literacy skills. ● Pupil voice indicates increased confidence and enjoyment in literacy-based activities. |
| <p>PDG/EYPDG eligible pupils will make at least good progress in numeracy through focused support and high-quality teaching, enabling them to develop confidence, fluency and problem-solving skills</p> | <ul style="list-style-type: none"> ● PDG/EYPDG learners make good or better progress in numeracy from their starting points. ● PDG/EYPDG learners demonstrate improved fluency, reasoning and problem-solving skills in numeracy assessments. ● The attainment gap in numeracy between PDG/EYPDG learners and their peers narrows over time. ● Monitoring of interventions shows they are effective and appropriately matched to pupil need. |
| <p>PDG/EYPDG eligible pupils will demonstrate improved wellbeing, attendance, engagement and resilience, ensuring they are emotionally ready to learn and able to access the curriculum effectively.</p> | <ul style="list-style-type: none"> ● Attendance of PDG/EYPDG learners is in line with or above the school average. ● Behaviour incidents involving PDG/EYPDG learners reduce and engagement in learning improves. ● Wellbeing assessments and pupil voice show improved emotional resilience, confidence and self-esteem. ● PDG/EYPDG learners access appropriate pastoral and wellbeing support and demonstrate positive outcomes. |
| <p>PDG/EYPDG eligible pupils will have increased access to enrichment activities, experiences and wider opportunities, supporting their cultural capital, aspirations and personal development.</p> | <ul style="list-style-type: none"> ● All PDG/EYPDG learners participate in at least one enrichment activity per term (e.g. trips, clubs, visitors, residential). ● Financial barriers to participation are removed or reduced for PDG/EYPDG learners. ● Pupil voice demonstrates increased aspirations, cultural awareness and confidence. |

Activity in this academic year

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

Sustain staffing capacity to provide targeted support for disadvantaged learners, enabling continued progress in literacy, numeracy and digital competence.
 Poverty-proof school-based activities to remove financial barriers and ensure full engagement and participation of disadvantaged learners.
 Establish the role of the Family Engagement Officer to provide consistent pastoral support for disadvantaged pupils.
 Further develop and embed a range of wellbeing approaches to support pupils' emotional health, resilience and readiness to learn.

Learning and Teaching

Budgeted cost: £142,624

| Activity | Evidence that supports this approach |
|--|--|
| <ul style="list-style-type: none"> ● Small-group and 1:1 literacy and numeracy interventions led by trained teaching assistants. ● Introduction of innovative reading and spelling programmes to develop accuracy, fluency and comprehension. | <p>Pupil progress data and intervention data analysed over time, considering pupil starting point.</p> <p>Online data from EdShed assessments and personalised assessments. MER activities – book looks and pupil voice sessions.</p> |
| <ul style="list-style-type: none"> ● Targeted wellbeing interventions (e.g. nurture groups, emotional literacy sessions). ● Access to pastoral support to address emotional, social and behavioural needs. ● Support for attendance and engagement through close monitoring and early intervention. | <p>Pupil voice evidence showing improved confidence, emotional regulation and readiness to learn.</p> <p>Staff observations and evaluation notes demonstrating positive behavioural and emotional changes.</p> <p>Entry and exit data from wellbeing or emotional literacy assessments Attendance data showing improved attendance rates for PDG/EYPDG learners.</p> <p>Records of early intervention actions (e.g. meetings, phone calls, support strategies)</p> |

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

| Activity | Evidence that supports this approach |
|--|---|
| Nurture Award Accreditation | Silver Award for Nurture UK accreditation - Spring 2026 |
| <p>Subsidising educational visits, residential and enrichment activities.</p> <p>Increased access to after-school clubs, sports and creative activities.</p> <p>Visitors, workshops and experiences to broaden pupils' cultural capital.</p> | <p>Records of PDG/EYPDG funding used to subsidise or fully fund trips, visits and residential experiences.</p> <p>Participation data showing increased uptake of visits and activities by PDG/EYPDG learners compared to previous years.</p> <p>Risk assessments, trip registers and payment records demonstrating equitable access.</p> <p>Registers and attendance logs showing regular participation of PDG/EYPDG learners in clubs and activities.</p> <p>Records of clubs and activities offered, including sports, creative and academic enrichment opportunities. RADY (Golden Thread)</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 |
|---|-----------------------|
| Rugby Stars | Dragons Rugby Academy |
| Spelling Shed – online literacy support | EdShed |
| Edukey – Provision Map | TES |
| Jigsaw | Jigsaw PHSE Ltd |