



Total Pupil Development Grant Allocation 26/27: £101,200

1. Purpose of the Pupil Development Grant

The Pupil Development Grant (PDG) is a key element of the Welsh Government's commitment to reducing the impact of poverty on educational attainment and ensuring that all children have the opportunity to achieve high standards, regardless of their socio-economic circumstances.

At Park Community Primary School, we recognise that disadvantage can create barriers to learning, participation, wellbeing and achievement. Our approach is therefore centred upon equity rather than equality: identifying the barriers experienced by our children and directing additional resources towards removing or reducing those barriers.

Our use of the PDG is closely aligned with the School Development Plan and forms part of our wider approach to improving teaching and learning, supporting wellbeing and securing positive outcomes for all children, with particular consideration given to children affected by socio-economic disadvantage.

2. Welsh Government Expectations

Welsh Government guidance identifies the PDG as a key resource for tackling the impact of poverty on attainment. The principal purpose of the grant is to improve outcomes for children and young people from low-income households by reducing the barriers that can prevent them from achieving their potential.

For 2026–2027, Welsh Government has confirmed the continued importance of the PDG and has expanded eligibility for funding to include learners who have been eligible for free school meals in either of the previous two years.

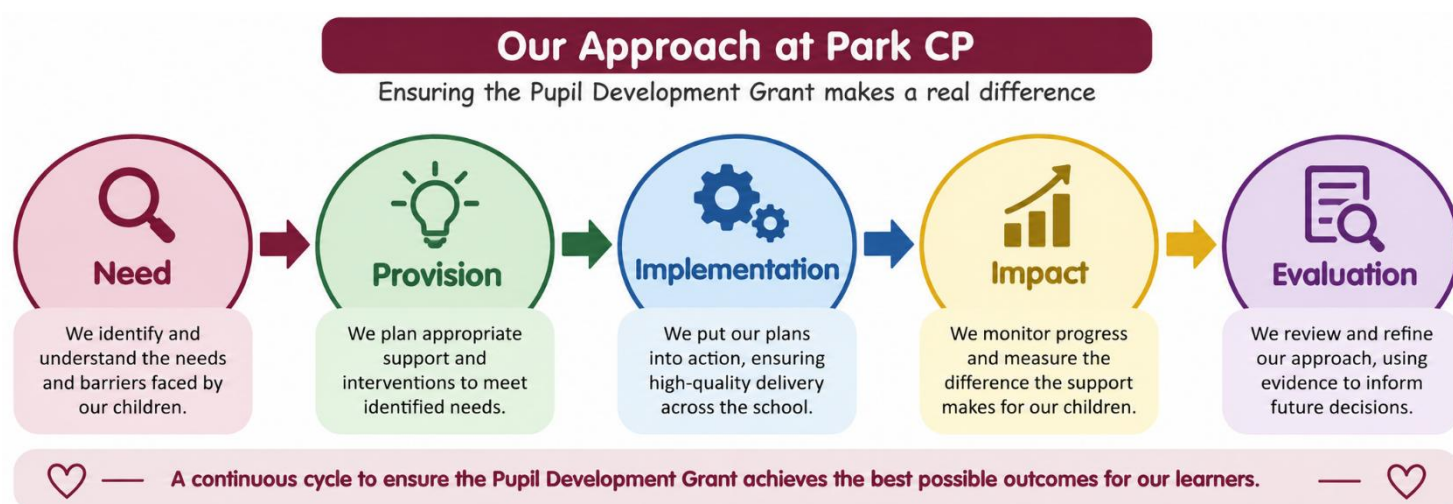
Schools retain discretion over the precise use of their allocation but must spend the funding in accordance with the terms and conditions of the grant and ensure that expenditure is directed towards improving outcomes for the learners for whom the funding is intended.

Welsh Government guidance identifies a number of key areas within which PDG expenditure may be focused, including:

- high-quality learning and teaching;
- tailored learning and teaching interventions;
- health and wellbeing;
- high aspirations supported by strong relationships;
- inclusive whole-school approaches;
- Curriculum for Wales;
- leadership; and
- Community Focused Schools.

Whole-school approaches are permitted where appropriate. Such provision may benefit children across the school, but the school must be able to demonstrate that the approach specifically addresses the needs and barriers experienced by eligible learners.

Welsh Government expects schools to take an evidence-informed approach to their use of PDG. Schools should identify need, establish appropriate interventions, monitor implementation and evaluate whether expenditure is improving outcomes.



Park CP is committed to ensuring that socio-economic circumstances do not determine a child's educational outcomes.

Analysis of school information, assessment evidence, teacher observations and individual learner needs demonstrates that a significant proportion of our children require additional support at different points during their primary education.

The barriers experienced by children are complex and are not limited solely to academic attainment. Key challenges identified by the school include:

- Low Starting Points

A number of children enter school with baseline levels below those typically expected for their age, particularly in:

- speech, language and communication;
- early literacy;
- phonological awareness;
- vocabulary;
- reading readiness;
- early number development; and
- personal, social and emotional development.

Without timely intervention, these early differences can become increasingly difficult to address as children progress through school.

- Literacy and Language

Literacy remains a significant priority. Some children require intensive, structured teaching to develop secure phonics, decoding, reading fluency, spelling and comprehension.

Children who have not secured these fundamental skills require additional opportunities to practise them beyond high-quality universal classroom provision.

- Additional Learning and Neurodiversity

The school is supporting increasing numbers of children presenting with a broad range of additional needs and neurodiverse profiles.

These children may require increased adult support, carefully structured routines, repetition, targeted intervention, sensory or emotional regulation support and adaptations to enable them to access learning successfully.

While PDG funding is not used simply because a child has an additional learning need, there is an important intersection between disadvantage, vulnerability and additional barriers to learning. PDG-funded provision is therefore deployed where it contributes directly to overcoming barriers associated with disadvantage.

- Emotional Health and Wellbeing

Children cannot learn effectively when they are emotionally dysregulated, anxious or experiencing difficulties that prevent them from engaging successfully with school.

Some children require additional opportunities to develop resilience, confidence, self-regulation, relationships and emotional literacy before they are able to engage fully with academic learning.

- Closing Gaps Early

The school recognises the importance of early intervention. Additional support within Years 1 and 2 is therefore an important element of our strategy.

By identifying and addressing gaps in literacy and numeracy at an early stage, we aim to prevent children falling further behind and reduce the need for more intensive intervention later in their education.

4. Our Strategic Use of the PDG Allocation

The majority of Park CP's allocation is invested in additional teaching assistant capacity across the school.

This is a deliberate strategic decision.

Teaching assistants provide the school with the capacity to deliver structured, targeted and responsive provision alongside high-quality classroom teaching. Their deployment enables children to receive additional teaching, practice, intervention and wellbeing support without unnecessarily removing them from the rich experiences of the wider curriculum.

The funding is used to support the following areas.

- Targeted Literacy Intervention

Teaching assistants deliver structured small-group literacy interventions, including:

Read Write Inc. which provides a systematic approach to developing children's phonics, decoding, reading fluency, spelling and early writing skills. Additional staffing enables children to work in carefully matched groups and receive teaching appropriate to their current stage of reading development.

Fresh Start provides targeted literacy intervention for older children who have not yet developed the reading and writing skills expected for their age. The intervention provides an age-appropriate approach while addressing gaps in fundamental literacy knowledge and skills.

The additional adult capacity funded through PDG allows intervention to be frequent, regular, focused and responsive to assessment.

Children's progress is monitored so that groupings and provision can be adjusted according to need.

5. Targeted One-to-One Intervention

PDG-funded teaching assistant capacity enables the school to provide focused one-to-one or very small-group interventions where assessment demonstrates that a child requires more intensive support.

This includes targeted universal provision such as Precision Teaching. Precision Teaching provides short, focused and highly structured opportunities for children to practise identified skills repeatedly. Progress can be measured closely, allowing staff to determine quickly whether an intervention is having the intended effect.

One-to-one support may focus upon areas including:

- phonics;
- high-frequency words;
- spelling;
- reading fluency;
- number facts;

- basic numeracy skills; and
- other clearly identified individual learning targets.

The purpose is not simply to provide additional adult time but to provide additional, purposeful teaching with measurable outcomes.

6. Increased Support in Years 1 and 2

A proportion of our staffing capacity is deliberately targeted towards Years 1 and 2.

This reflects the school's commitment to early intervention.

Additional adult support enables teachers to identify gaps quickly and provide targeted literacy and numeracy teaching before difficulties become embedded.

Support includes additional phonics and reading practice, targeted number work, small-group teaching, opportunities for overlearning and additional adult interaction to develop children's vocabulary, communication and confidence.

Our aim is to ensure that children develop the strongest possible foundations upon which future learning can be built.

7. Wellbeing and Emotional Support

Park CP recognises the strong relationship between wellbeing, engagement, attendance and achievement.

PDG-supported staffing provides additional capacity to respond when children require emotional or pastoral support.

Support is needs-led and may include:

- emotional literacy work;
- opportunities to talk to a trusted adult;
- support with friendships and relationships;
- emotional regulation;
- confidence and self-esteem;
- transition support;
- support following difficult experiences; and
- helping children to become ready to return successfully to learning.

This provision is available according to identified need rather than being restricted artificially to particular groups. However, its deployment is informed by our understanding that socio-economic disadvantage can increase children's exposure to barriers that affect emotional wellbeing and consequently their ability to engage with education.

The intended outcome is always to enable children to participate successfully in school and learning rather than creating long-term dependency upon adult support.

8. Forest School and Experiential Learning

PDG funding contributes to the additional staffing required to provide high-quality, in-depth Forest School experiences.

At Park CP, Forest School is not regarded simply as an enrichment activity. It provides valuable opportunities to develop skills and dispositions that support successful learning.

Through carefully planned Forest School experiences, children are supported to develop:

- resilience;
- perseverance;
- independence;
- problem-solving;
- communication;
- collaboration;
- calculated risk-taking;
- creativity;
- physical development;
- emotional regulation;
- confidence; and
- positive relationships with adults and peers.

For children who may experience disadvantage, Forest School can provide opportunities for success that are not dependent upon prior academic attainment. Children are able to develop confidence and a positive perception of themselves as capable learners.

The experiential nature of Forest School also provides rich opportunities to develop vocabulary, oracy, numeracy and wider Curriculum for Wales skills within meaningful real-life contexts.

Additional staffing enables these experiences to be delivered safely, purposefully and in sufficient depth to maximise their impact.

9. Why We Invest Primarily in People

Our decision to use a significant proportion of the PDG to provide additional teaching assistant capacity is based upon the needs of our children.

The value does not lie simply in employing additional adults. The impact comes from how those adults are deployed.

PDG-funded staffing allows the school to:



This provides flexibility to respond to changing cohorts and individual needs throughout the year.

It also enables the school to maintain a balance between targeted intervention and inclusion. Wherever possible, children remain connected to their class, peers and the full Curriculum for Wales entitlement while receiving additional support to overcome identified barriers.

10. Monitoring the Impact of PDG

The school recognises that expenditure alone does not demonstrate effective use of the Pupil Development Grant. We must be able to evaluate the difference that the provision makes.

The impact of PDG-funded provision is therefore monitored as part of the school's wider self-evaluation and school improvement processes.

Evidence considered includes:

- baseline and end-point intervention assessments;
- reading and phonics information;
- progress in literacy and numeracy;
- individual intervention records;
- national assessment information where appropriate;
- teacher assessment;
- books and children's work;
- classroom observations;
- learning walks;
- pupil progress meetings;
- attendance information;
- wellbeing information;
- learner voice;
- engagement in learning; and
- evidence of children's increasing independence.

Interventions are reviewed regularly. Where provision is not having sufficient impact, staff consider whether it should be adapted, intensified or discontinued.

The key question is always:

What difference has this provision made for the child?

11. Intended Outcomes for 2026–2027

Through our £101,200 PDG investment, Park CP aims to demonstrate that:

1. Children identified as requiring additional literacy support make measurable progress from their individual starting points.
2. Children receiving Read Write Inc. and Fresh Start intervention develop greater accuracy, fluency, confidence and independence in reading.
3. Gaps in fundamental literacy and numeracy skills are identified and addressed as early as possible, particularly within Years 1 and 2.
4. Targeted interventions such as Precision Teaching demonstrate measurable progress against clearly identified individual targets.
5. Children requiring wellbeing support are increasingly able to regulate their emotions, engage positively with school and access learning.

6. Neurodiverse children and children experiencing additional barriers are supported effectively to participate in learning and develop greater independence.

7. Forest School provision contributes positively to children's resilience, confidence, communication, independence, wellbeing and engagement.

8. Children affected by socio-economic disadvantage make strong progress from their starting points and differences in attainment between identified groups are reduced wherever possible.

12. Evaluation and Accountability

Responsibility for the effective use of the Pupil Development Grant rests with school leadership and the Governing Body.

PDG expenditure will therefore be considered alongside the school's wider improvement priorities rather than as a separate initiative.

School leaders will evaluate both the implementation and impact of funded provision throughout the year. Governors will receive information enabling them to provide appropriate challenge regarding expenditure, value for money and impact upon children.

Our evaluation will consider not simply whether an intervention took place, but:

- Was the provision delivered as intended?
- Did the children targeted receive sufficient support?
- What progress did children make?
- What evidence demonstrates this?
- Was progress greater than would otherwise have been expected?
- Which approaches were most successful?
- Which approaches should be adapted or discontinued?
- What have we learned that should inform future PDG expenditure?

This reflects the Welsh Government expectation that PDG planning should be evidence-informed and subject to an ongoing cycle of monitoring and evaluation.

13. Conclusion

The Pupil Development Grant allocation for 2026–2027 represents an important investment in equity at Park Community Primary School.

Our approach recognises that disadvantage does not present itself as one single educational need. It can affect children's starting points, language and literacy development, wellbeing, confidence, readiness to learn and access to wider experiences.

For this reason, Park CP has adopted a responsive model centred primarily upon additional skilled teaching assistant capacity.

Through targeted literacy intervention, Precision Teaching, early literacy and numeracy support, wellbeing provision and high-quality Forest School experiences, additional staffing enables us to respond directly to the barriers experienced by our children.

Our overriding principle is clear:

PDG funding should create additional capacity that removes barriers, accelerates progress and enables children to become increasingly successful and independent learners.

The school will continue to monitor the effectiveness of this investment carefully throughout 2026–2027 and will use evaluation evidence to refine provision and inform future spending decisions.

