

All Saints C/W Primary School

Pupil Development Grant School Statement

This statement details All Saints C/W Primary School 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

Detail	Data
School name	All Saints CiW Primary School, Barry
Number of learners in school	191
Proportion (%) of PDG eligible learners	6%
Date this statement was published	26th September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	J. Davies
PDG Lead	G. Ashworth
Governor Lead	S. Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£19436
Total budget for this academic year	£19436

Part A: Strategy Plan

Statement of intent

At All Saints C/W Primary School, we are committed to ensuring that all pupils, especially those from disadvantaged backgrounds, have access to high-quality learning experiences that enable them to thrive academically, socially, and emotionally. For the 2025–26 academic year, the PDG funding of £19,436 will be strategically aligned with the four school improvement priorities in the School Development Plan (SDP).

These priorities are:

1. Embedding consistent, high-quality writing provision across the school.
2. Improving reading skills and raising standards in reading.
3. Enhancing curriculum development and provision for all learners (Diversity, Equity & Inclusion).
4. Fostering learner independence and providing appropriate challenge.

This alignment ensures that the PDG directly supports our whole-school vision for improvement.

Intended outcomes

By July 2026, we expect to see:

- Improved attainment in writing and reading for disadvantaged pupils, reducing the attainment gap with peers.
- Increased representation and inclusion across the curriculum, ensuring disadvantaged learners feel safe, valued, and included.
- Greater independence and resilience in learning, with disadvantaged learners demonstrating higher levels of self-regulation and challenge.
- Stronger parental engagement, especially in supporting literacy and independent learning at home.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £8,500

Activity	Evidence that supports this approach
Targeted interventions: Deploy additional teaching assistants to provide one-to-one and small-group	Improved attainment in reading and writing assessments.

interventions in writing, reading, literacy and numeracy, focused on pupils who are underachieving.	
Professional development for teachers: Invest in high-quality training (e.g. CSC Get Writing, Reading Framework, fluency instruction, feedback) to support the SDP priorities of writing and reading.	Book scrutiny and pupil voice showing improved application of literacy skills across the curriculum.
Learning resources: Purchase high-quality texts, guided reading materials, writing scaffolds, and digital tools to support targeted groups.	Pupil progress data evidencing narrowing of attainment gaps.

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: £5,500

Activity	Evidence that supports this approach
Parent engagement workshops: Deliver workshops for parents to support reading at home, writing tasks, and strategies for developing independence.	Improved parental confidence in supporting literacy and learning at home.
Family learning events: Organise family reading and writing days, promoting positive attitudes towards literacy and learning.	Increased pupil attendance at after-school and family events.
Community outreach programs: Provide after-school homework clubs and reading interventions to support vulnerable pupils.	Positive feedback from parents and families on engagement initiatives.
Workshops on mental health: Continue collaboration with local services to build family and pupil well-being.	Reduced absenteeism rates as families feel more supported in managing mental health and academic challenges.
Multi-agency collaboration: Work with social services, health providers, and psychologists to ensure vulnerable pupils receive timely support.	Case studies of vulnerable pupils showing improved well-being and academic progress.
Access to external expertise: Invite professionals from other services to provide advice and resources on areas	Increased referrals to and support from external services.

such as speech and language therapy or behaviour management.	
--	--

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

Budgeted cost: £5,436

Activity	Evidence that supports this approach
Mental health support: Invest in staff training to develop mental health first aid skills, allowing for early identification and intervention for pupils experiencing emotional difficulties.	Improved well-being scores from pupil well-being surveys. Increased disadvantaged pupil participation in enrichment and leadership opportunities.
Well-being programs: Extend ELSA provision and staff training to provide ongoing mental health and resilience support.	Reduced incidents of behaviour-related issues as tracked through behaviour logs.
Curriculum enrichment: Provide disadvantaged learners with access to trips, arts, music, and sports, linking to SDP priority on broadening inclusion and belonging.	Increased pupil participation in extracurricular activities, measured through attendance records. Pupil voice shows increased confidence, belonging, and engagement with school life.
Educational trips: Fund trips and experiences that enhance pupils' learning, linking them to the national curriculum and offering pupils real-world experiences.	Positive feedback from pupils and parents regarding educational trips.
Leadership training for staff: Provide CPD for staff to lead on EDI, writing, reading and challenge priorities.	Leadership evaluations showing improved school-wide performance in leadership roles.
Pupil leadership programs: Expand pupil leadership opportunities, particularly for disadvantaged learners, aligned with the independence and challenge priority. - Inclusive curriculum: Ensure access to diverse, inclusive resources and experiences, embedding EDI provision across the curriculum.	Increased disadvantaged pupil participation in enrichment and leadership opportunities. Pupil voice shows increased confidence, belonging, and engagement with school life.

Total budgeted cost: £19,436

We believe that the strategic allocation of the PDG for the 2025-2026 academic year will support All Saints C/W Primary School in addressing the challenges faced by our disadvantaged pupils and help us build a more inclusive, supportive, and high-achieving school environment.

Part B: Review of outcomes in the previous academic year

PDG outcomes

The Pupil Development Grant (PDG) funding of £17,250 for the 2024–25 academic year was carefully aligned to support the school's four SDP priorities: Mathematics & Numeracy, Writing, Diversity/Equity/Inclusion (EDI), and Feedback/Assessment. The funding had a strong impact on provision and outcomes, particularly for disadvantaged learners.

1. Mathematics and Numeracy

Provision for disadvantaged learners in mathematics and numeracy was strong. The introduction of Doodle Maths, along with targeted TA-led interventions, supported improved fluency and reasoning. End-of-year data indicates that most pupils made at least expected progress, with gaps narrowing between disadvantaged pupils and their peers. Outdoor learning contexts enriched numeracy application. Leaders recognise that consistent application across all AOLES requires further development.

2. Writing

Implementation of the Get Writing programme supported improvements in planning, consistency and pupil outcomes. PDG provided targeted support and resources that allowed pupils to engage with extended writing tasks and receive structured feedback. Cold and hot writing comparisons showed improved vocabulary and sentence construction for most pupils. However, variability remained across year groups in the consistent use of success criteria and authentic writing opportunities.

3. Diversity, Equity and Inclusion (EDI)

The school made strong progress in embedding inclusive practice, supported by PDG-funded resources and training (e.g. DARPL, Show Racism the Red Card). Pupils increasingly reported that they felt represented and included. Inclusive classroom audits and targeted resources enhanced accessibility for vulnerable groups. Pupil voice and parental surveys confirmed an improved sense of belonging. Leaders plan to further embed inclusive practice into AOLE planning in 2025–26.

4. Feedback and Assessment

Staff training on feedback, marking and AfL, funded in part by PDG, has strengthened consistency and improved pupil progress tracking. Book looks and pupil voice confirmed that most learners now understand how feedback supports improvement. Purple-pen editing is increasingly used across classes. Some variability remains in the quality of feedback across year groups, which will continue

to be a focus in 2025–26.

Summary

Overall, the PDG had a positive and measurable impact on disadvantaged learners in 2024–25. The funding was used effectively to strengthen teaching and learning, inclusion, and assessment, directly supporting the school’s SDP priorities. Leaders evaluate impact robustly and are committed to refining provision to ensure equity and excellence for all learners.

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
Get Writing CPD	CSC
Doodle Maths	Doodle Learning
DARPL Training	DARPL / Welsh Government
Show Racism the Red Card workshops	SRTRC Cymru
ELSA Training & Supervision	Vale of Glamorgan
Mental Health & Resilience Workshops	Local health services