

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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.

School Overview

Detail	Data
School name	Malpas Court Primary
Number of pupils in school	237
Proportion (%) of PDG eligible pupils	35%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	W Langsford

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£81,650
EYPDG	£23,000
Total budget for this academic year	£104,650

Part A: Strategy Plan

Statement of Intent

Malpas Court Primary School is committed to supporting pupils eligible for the Pupil Development Grant (PDG) through a wide range of targeted intervention strategies. These interventions aim to address needs in literacy, numeracy, and wellbeing to ensure all pupils have the opportunity to achieve their full potential.

Literacy Support

Literacy interventions include catch-up programmes for pupils with Specific Learning Difficulties (SpLD), Precision Teaching, and the use of Nessler and Accelerated Reader to develop reading and spelling skills.

Numeracy Support

Numeracy support is delivered through targeted programmes such as My Maths and Number Recovery, designed to strengthen core mathematical understanding.

Wellbeing Support

Wellbeing is prioritised through pastoral care delivered by trained Trauma Informed Schools practitioners, and Emotional Literacy Support Assistants (ELSAs). These approaches help pupils build resilience, self-esteem, and emotional regulation. Nurture provision is also provided to our most complex learners, who need specialist and targeted support.

Monitoring and Evaluation

Senior leaders will rigorously monitor progress in key areas including phonics, reading, spelling and mathematics. The effectiveness of all interventions will be tracked using EduKey to ensure impact and inform ongoing provision.

Family Engagement

The PDG will continue to fund our dedicated Family Engagement Officer, who plays a crucial role in supporting parents and carers. This includes signposting to external agencies, offering guidance on home learning strategies, and fostering strong home-school relationships built on trust and mutual respect. A variety of workshops and events will be organised to promote parental involvement and develop essential literacy and numeracy skills.

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
Improved social, emotional and independent learning skills for target EY pupils.	Nursery children supported to interact effectively. Appropriate progress in social and emotional development evident in lesson observations, learning walks and pupil progress data.
Improved self-regulation skills and learning behaviour for target pupils.	Sustained reduction in number of physical interventions. Listening to learner evidence increased levels of wellbeing and school engagement. Reduction of incidents of disengagement for target learners. Positive relationships with peers and staff evident throughout school life. Purposeful and successful classroom environments.
Improved attendance for target pupils.	Improved attendance in line with individual attendance targets. Whole school attendance above 91%.
Improved self-esteem for target pupils.	Vulnerable learners will have access to emotional and wellbeing interventions from school ELSA practitioners.

Improved skillsets and raised aspirations for target pupils.	Nearly all learners receiving intervention making appropriate progress or receiving further assessment and more specialist support.
Strong partnerships with all stakeholders, particularly families of vulnerable learners.	High family participation: Many attend meetings and events. Positive stakeholder feedback: Most families feel informed and involved. Effective communication: Timely, accessible updates with regular engagement. Collaborative decision-making: Families actively involved in support planning. Improved learner outcomes: Better attendance, well-being, or progress linked to partnerships.

Activity in this academic year

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

Focus on intervention support bespoke to pupil need and developing interest. Focus on developing social, emotional, independence and self-regulation skills.

The grant is used to offset the cost of additional staffing to support our most vulnerable learners.

Progress of these vulnerable learners will be closely monitored to ensure the interventions are having a positive impact and that gaps in attainment are minimised.

Wellbeing of these vulnerable learners will also be closely monitored to ensure they are ready to learn.

Learning and Teaching

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve standards in phonics, reading and spelling assessments.	Focused phonics and reading sessions to improve phonics knowledge, word sight knowledge, vocabulary and comprehension skills. Gaps between reading ages and chronological ages are reduced and age standardised scores improve. Good progress from baseline assessments.
Staff to work with eligible pupils to	Focused numeracy intervention sessions to improve number knowledge, skills and application to different situations.

improve standards in numeracy.	Age standardised scores improve in National Test assessment. Good progress from baseline assessments
Resources and specialist teaching/coaching	Enhanced engagement in physical activity, improving levels of health and wellbeing. Mastery of skills to develop key skills in literacy, numeracy and DCF.

Community Schools

Activity	Evidence that supports this approach
Part fund part-time Family Engagement Officer in post to support families to improve attendance and secure positive engagement with school and external agencies.	Increased attendance at parent consultation meetings and scheduled workshops. All identified families receiving appropriate support for school and / or relevant agencies. Developing family engagement in Community Focused Schools – Welsh Government

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

Activity	Evidence that supports this approach
ELSA practitioners	All target pupils requiring well-being support receiving support. Increased engagement and reduced incidents of challenging behaviour evident for nearly all target pupils. <i>Framework on embedding a whole-school approach to emotional and mental well-being – Welsh Government</i>
Additional staff member to support nursery children with developing social, emotional and independent learning skills.	All target pupils receiving support to develop personal hygiene skills and engage with learning experiences.
HLTA for The Den (Nurture Support) to enable targeted pupils to develop self-regulation skills and access areas of the curriculum.	All target pupils requiring well-being support receiving support. Increased engagement and reduced incidents of challenging behaviour evident for many target pupils.

Total budgeted cost: £ 104,650

Part B: Review of outcomes in the previous academic year

PDG outcomes

IMPACT: 2025 – 2026

- THRIVE and ELSA sessions – nearly all targeted learners made progress from their baseline. Improved levels of wellbeing and ‘readiness to learn’. Engagement in learning was improved and social skills were appropriate.
- Mathematical development has been well supported through activities on MyMaths, with regular home learning tasks set to consolidate and extend pupils’ understanding.
- Additional TA / small group support – raised standards in oracy, reading and maths.
- HT and FEO – clear processes to improve attendance. Improved attendance for whole school with a marked improvement of number of persistent absentees. All targets reached for the year.
- Incidents of positive handling remained minimal, and significantly reduced in comparison to 2024 and prior.

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
ELSA	ELSA