



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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

School Overview

Detail	Data
School name	Meadowlane Primary School
Number of pupils in school (15/4/24)	37 Nursery 261 R-Y6
Proportion (%) of PDG eligible pupils	65%
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	
PDG Lead	Chloe Ford
Governor Lead	Dawn Mitchell-Williams

Funding Overview

Detail	Amount
EY PDG funding allocation this academic year	£40 250
PDG funding allocation this academic year	£195 500
Total budget for this academic year	£235 750

Part A: Strategy Plan

Statement of Intent

The Pupil Development Grant at Meadowlane Primary School is used to:

- Engage with families to create a positive image of school and to enable parents to support their children's learning and well-being effectively
- Engage with families to support the school in raising levels of attendance
- Provide a nurturing environment where children feel safe, are supported to have a positive well-being, and this leads to positive behaviours and attitudes to learning
- Develop children's understanding of how they learn to support life long learning (meta-cognition)
- Enable all teachers and support staff to access high quality professional learning opportunities to ensure excellent learning and teaching experiences for all children
- Provide Speech and Language Link to enable all children across the school to access the curriculum
- Provide consistent cover for the children to support their emotional needs, to ensure high quality learning and teaching continues and to ensure consistency in behaviour expectations
- Provide real life experiences to engage children in their learning
- Support in raising children's aspirations for the future
- Ensure all children in the Early Years are given a positive start to their education; building a love for learning
- Create a welcoming environment where children want to be in school every day

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
Provision to support well-being is highly effective	Developmental profiles will show an improvement for those children identified for intervention.
Improved attendance	Attendance will improve from 88%
Most children make appropriate progress or better	Evidence of children's learning will show appropriate progress being made by most children, based on their starting point. Learning reviews will show progress in nearly all children's meta-cognition skills.

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

£66 713 – Additional Provision

£29 642 – HLTA cover

£74 897 – TA Interventions

£725 (Speech and Language link)

£10 000 Professional Learning

Activity	Evidence that supports this approach
<i>Teachers and Teaching Assistants to all be trained in giving effective feedback. Teaching Assistants utilised in lessons to provide effective feedback to support progress.</i>	Endowment Foundation Research on Feedback: High impact and very low cost based on moderate research
<i>Teachers and Teaching Assistants to all be trained in supporting children in assessing their own work, and their peers work.</i>	Endowment Foundation Research on Peer tutoring: High impact and very low cost based on extensive research
<i>Meta-cognition skills to be at the heart of all learning and promoted by all staff.</i>	Endowment Foundation Research on Meta-cognition and Self-regulation: High impact and very low cost based on extensive research
<i>Professional Dialogues to take place about pupil progress: Between SLT and Teaching staff</i>	Dialogues ensure any child not making appropriate progress is identified. Relevant strategies from research are then used to support the child.
<i>Interventions:</i>	Endowment Foundation Research on Early Years

<i>Speech and Language support</i> <i>Nurture provision</i> <i>Monster Phonics</i> <i>Rapid Readers</i> <i>Maths interventions</i> <i>Handwriting</i> <i>Motorway</i>	Interventions: Moderate impact for very high cost based on extensive research Endowment Foundation Research on Social and Emotional learning: Moderate impact for moderate cost based on extensive evidence. Estyn Effective practice Meeting the pupils communication needs
<i>Training opportunities to be provided to staff to ensure consistently good quality teaching for all children.</i>	Endowment Foundation Research on Phonics: Moderate impact for very low cost based on very extensive research. Endowment Foundation Research on Reading Comprehension Strategies: High impact for very low cost based on extensive research. Endowment Foundation Research on Social and Emotional learning: Moderate impact for moderate cost based on extensive evidence. Estyn Effective Practice Ensuring high quality Foundation Phase teaching

Community Schools

£15 179 - Family engagement Officer

Activity	Evidence that supports this approach
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<i>Courses for parents</i>	Endowment Foundation Research on Parental Engagement: Moderate impact for moderate cost based on moderate research. Sutton trust
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

£5000 – Monster Phonics

£20 000 – Early Years resources

£8594 – Resources

£5000 – Visitors and experiences

Activity	Evidence that supports this approach
Children to learn with high quality resources and to be given a wide range of experiences to support raising aspirations.	Estyn Annual report: Reading is a fundamental foundation for education and employment, relationships, understanding, and creativity Brighton and Hove City Council: Research points to the potential benefits of developing and supporting children's sense of motivation, self-efficacy, and confidence, and of raising their aspirations through family-based, school-based, and community-based activities. Estyn Effective practice Building a rich learning environment

Total budgeted cost: £235 750

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 2025 2026 academic year.

Most children made appropriate or better progress. A minority of children made better than expected progress.

Nurture:

Pupils across all year groups speak positively about the warm welcome they receive each morning. Year 2 pupils especially enjoy choosing their preferred greeting, with one child commenting that receiving a hug is "a happy way to start the day." Year 4 and Year 6 pupils recognise the importance of staff greeting them at the gates and asking "Sut wyt ti?" through Class Dojo, explaining that this allows staff to check in on their wellbeing and offer support where needed. Pupils feel these interactions help them feel valued, happy and ready to learn.

While pupils in Years 2 and 4 are unfamiliar with the term "restorative approaches", they clearly understand the principles behind them. Pupils report that staff listen carefully to both sides of an issue, gather the full story and apply consequences fairly. Year 6 pupils demonstrate a deeper understanding of restorative practice and are able to describe the consistent scripts used by staff, such as beginning conversations with "What happened?". Across all year groups, pupils agree that all adults respond fairly and consistently when resolving conflicts.

Circle time is viewed very positively by all pupils. Children explain that clear routines are in place, such as using a talking object to identify whose turn it is to speak while others listen respectfully. Pupils describe how circles help them learn more about each other, build friendships and strengthen relationships with both peers and staff. Year 6 pupils particularly value the opportunity to share ideas, discuss questions and receive thinking time before responding. They also recognise that circle time helps teachers understand them as individuals.

Pupils speak positively about the calm and purposeful start to the school day. Examples of activities included whiteboard challenges, mindful colouring, maths tasks, problem-solving activities, big questions and Zentangles. During learning walks, these routines are observed consistently across classrooms and pupils explain that they help them feel settled, focused and ready for learning. The variety of activities ensure that pupils engage positively from the start of the day.

All pupils report feeling safe in school. Pupils know which adults they can approach if they have a concern and are confident that staff would listen and help them. Year 4 pupils highlight the strong relationships they have with friends and staff, while Year 6 pupils demonstrate a good understanding of safeguarding procedures and identify how fire and

lockdown drills contribute to their sense of security. The consistent message across all year groups is that any adult in school could be approached for support.

Teaching and Learning:

All classes have a Literacy and Numeracy working wall. The literacy walls are current and up to date in most classes, however, there are a few classes that do not have up to date numeracy walls. Most children refer to and use the working walls to support their learning.

Nearly all classes have resources available to support the children in their learning, and the children access these well independently. For example, handwriting bookmarks remind children of the correct letter formation, digital resources are accessed by children to carry out research and the youngest children collect sound mats to support their spelling.

Ensuring all resources are clearly labelled (photograph labels), will further support children's independence in the early years.

Most adults question effectively to provide challenge and to support independence. Thinking time is given and this supports children to respond with more confidence.

Most adults move around the different groups to provide feedback and challenge, this supports children to remain on task and make progress. In a very few cases, where adults remain seated, children make mistakes that are not addressed.

Nearly all children have a good understanding of the feedback processes that are used. Around half the children speak confidently about their teacher's feedback and how this challenges them. As a result, most children make at least appropriate progress in their writing, with many making good progress. Most ALN children make strong progress and understand the feedback process.

Rhymney, Ceiriog and Severn are particularly confident in finding examples to demonstrate how they have improved their learning and how their progress has been supported.

Children's engagement across the school is good and this is supported by an appropriate pace in lessons. However, in a few cases, mini plenaries are needed to check in, support and challenge. In the older years, children are very good at supporting each other with their learning to help their progress.

Most children make appropriate progress or better in their learning.

Aspirations:

To support in raising aspirations, a wide variety of visitors and experiences have been provided to the children. Year 6 have taken part in workshops to prepare them for the world of work, including writing CVs.

Open your Eyes week provides Years 5 and 6 with information about a number of different employment opportunities that will be available to them

in the future. However, it is recognised that raising aspirations is an area for continued development.

Parental courses have been well attended. Parents who attend the courses support their children well at home and as a result these children have made good progress in their learning.

Attendance has remained at a similar level - 88.3%

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
Nurture International UK	Nurture UK
Speech and language Link	Speech Link

