

Pupil Development Grant

School Statement 2025-2026

This statement details our school's 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	Albert Primary School
Number of learners in school	
Proportion (%) of PDG eligible learners	Eligible 18 Transitional protection 16
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	
PDG Lead	AJ Gilbert
Governor Lead	J Hillier

Funding Overview

Detail	Amount
PDG funding allocation this academic year	<i>PDG Grant</i> £29,786
Total budget for this academic year	£29,786

Strategy Plan

Statement of intent

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
Our ultimate objective is to create an inclusive and supportive educational environment that helps all pupils, particularly those who are disadvantaged, to thrive and succeed.	To improved attendance for targeted eFSM learners (in line with national average) and punctuality: Improved engagement of targeted learners. Promoting confidence in learning, pastoral support and counselling [ELSA] for identified pupils.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

At Albert Primary, we fully understand the importance of supporting disadvantaged and vulnerable pupils in overcoming barriers to learning. All staff at Albert Primary maintain high expectations for the achievement of all pupils, including those who are most disadvantaged and vulnerable; we are committed to exploring teaching strategies and opportunities that effectively remove these barriers.

We endeavour to fully integrate the Pupil Development Grant (PDG) plan into our School Improvement Plan, ensuring that our interventions specifically focus on enhancing the attainment of pupils from deprived backgrounds, particularly those who are eligible for free school meals (eFSM). By utilising best practice and evidence-based interventions, we monitor progress, evaluate effectiveness, and balance whole-school and targeted initiatives, ensuring that every eFSM pupil is supported to reach their full potential.

Attendance Lead [Mrs Lewis] to: -

- Promote and monitor attendance and punctuality
- Provide support for vulnerable families

Tracking and close monitoring of attendance and follow up actions

To improved attendance for targeted eFSM learners (in line with national average) and punctuality : Improved engagement of targeted learners.

Intervention Programmes for targeted learners : -

- Literacy/Numeracy Support
- Language Link
- Welcom Early Language programme
- Family Support Provision
- Pastoral support

Training for Language Link

Welcom Early Language Development

Site Licences for resources

Addressing attendance/punctuality/family engagement

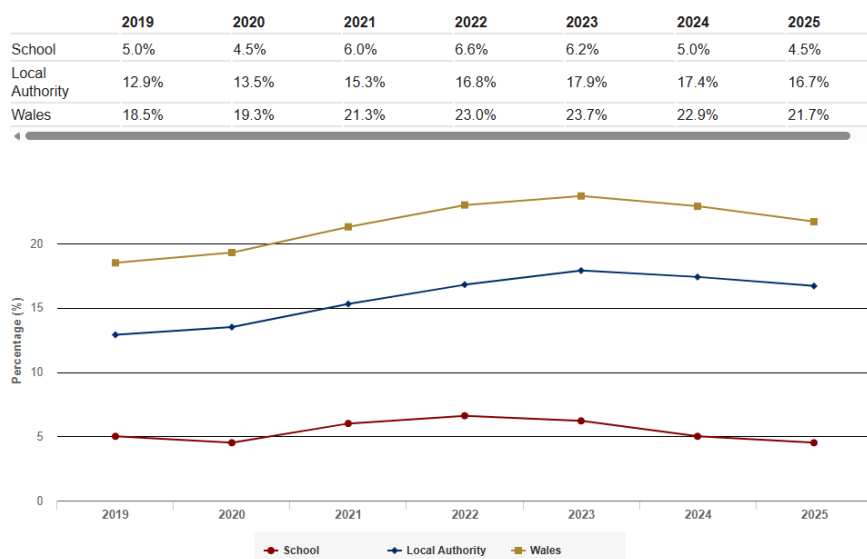
Promoting confidence in learning, pastoral support and counselling for identified pupils

Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

Pupils of statutory school age (ages 5-15) known to be eligible for free school meals.



Pupils are eligible for free school meals if their parents or guardians are in receipt of certain means-tested benefits or support payments. The coronavirus (COVID-19) pandemic may have impacted on the quality of this data and may have resulted in over recording of this data in 2020 to 2022. These figures do not include pupils who only receive free schools meals due to the universal primary free school meal policy.

Numeracy - Progress

10% of eFSM pupils made less than expected progress

90% of eFSM pupils made expected or more than expected progress

Literacy - Progress

10% of eFSM pupils made less than expected progress

90% of eFSM pupils made expected or more than expected progress

Progress from starting point indicates that 90% of pupils in both subjects are making at least expected progress from their starting point and at their rate of development. Many of these pupils in these categories have ALN (either IDP or SSP). All children receive interventions and universal provision to help develop.

Activity	Impact
Estyn Inspection July 2023	<i>Most pupils including those with ALN, free school meals and English as an additional language make strong progress from their starting points.</i>

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
Accelerated Reader	Primary Renaissance Learning
myON A cross-curricular teaching and learning tool which helps students acquire the essential skills to become fluent readers	myON Renaissance Learning
Doodle Maths	DoodleMaths: The Best Maths App for Kids DoodleLearning