

Pupil Development Grant School Statement template

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.

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	Blaenavon Heritage VC School
Number of learners in school	447
Proportion (%) of PDG eligible learners	31.77%
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Nikki Dargie - SIP
PDG Lead	Headteacher
Governor Lead	Chair

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£134,550
EYPDG	£31,050
Total PDG budget for this academic year	£165,600

Part A: Strategy Plan

Statement of intent

Schools in Wales receive a grant from Welsh Government (Pupil Development Grant) specifically for the purpose of reducing the impact of poverty on educational achievement. As a school we aim to open the door to the future for all children by removing barriers, raising aspiration and developing knowledge, skills and experiences to equip children for life.

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 school attendance for all pupils.	• Reduction in persistent absenteeism to below 22% • Reduction in numbers of pupils with a pattern of absences • Reduction in number of lates after the register closed • Reduced gap between FSM and non-FSM attendance levels • Improvement in engagement in lessons and positive breaktimes
Opportunities for all pupils to access educational experiences without poverty acting as a barrier.	• All pupils in Year 3 – Year 6 will access fully-funded music lessons • All pupils, including those in receipt of FSM will participate in free and reduced cost outdoor adventurous and sporting opportunities
Increased engagement in learning and improved management of emotions of pupils requiring support.	• Sustained reduction in incidents of physical intervention • Improved wellbeing evident in pupil surveys and wellbeing intervention data • Good engagement evident for identified pupils in lesson observations and learning walks
Improved maths and numeracy skills for all pupils, including vulnerable learners.	• Maths and numeracy skills for vulnerable pupils and those

	eligible for FSM is in line with those of their peers • Increased confidence of identified pupils in applying maths and numeracy skills observed during lesson observations and learning walks
Improved engagement in reading and improved higher order reading skills for all pupils, including vulnerable learners.	• Gap reduced between reading scores for vulnerable pupils inc. those eligible for FSM and pupils not eligible for FSM • Pupils engaged in reading interventions make progress in line with individual targets • Increased use of quality library resources by all pupils in Year 3 – Year 6 reflects enjoyment in reading for pleasure.
Improved oracy skills for early years pupils, including vulnerable learners.	• Oracy skills for vulnerable pupils and those eligible for FSM progressing in line with their peers • Pupils engaged in oracy intervention make progress in line with individual targets. • Appropriate oracy intervention programmes in place support identified pupils to make good or better progress from their starting points

Activity in this academic year

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

As a school we have determined to:

- Identify and track progress of pupils eligible for FSM
- Support vulnerable learners and their families
- Work closely with the wider community to increase opportunities for pupils, removing barriers created by financial costs
- Plan and deliver effective interventions to meet the needs of vulnerable learners

Learning and teaching

Budgeted cost: £123,562 (inc. £31,050 EY PDG)

Activity	Evidence that supports this approach
Bespoke TA support to provide intervention programmes for improving higher order reading skills and developing library use for pupils in Year 5 and Year 6, prioritising those eligible for FSM	EEF – Reading comprehension strategies. Reading comprehension strategies are high impact on average (6+ months). Effective diagnosis of reading difficulties and suitable solutions are key. Our planned approach, incorporating a range of possible interventions allows for tailored, explicit, consistent support to meet individual pupils' needs both in an intervention setting and for application in the classroom. Pupils will also be supported in using the library, choosing books and developing a love of reading to support life-long learning.
Trained staff to provide oracy intervention support for pupils across the school as required, prioritising those eligible for FSM. Trained staff member to provide Signalong speech, language and communication intervention in Nursery. Trained staff member to provide Comit speech, language, communication intervention to 4-year-olds.	EEF – Oral language interventions On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Improvement evidence is strongest where interactions take place within the existing curriculum. Our approach involves utilising staff who are regularly present in class with pupils. There will also be regular opportunities for small group activities as, in the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.
Rich purposeful enhanced provision resources support engaging play-based learning tasks in all early years' classrooms.	EEF – Play-based learning Play-based learning approaches have a moderate positive impact (+ four months) on learning outcomes; however, the evidence base is very limited. Positive effects have been identified for both language development and early numeracy. The evidence base for play-based learning is not strong or consistent but does indicate a clear relationship between play and early learning outcomes. Play-based approaches can have substantial benefits for

	children who are identified as having social, emotional, or educational difficulties.
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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: £14,251

Activity	Evidence that supports this approach
Non-teaching Community Engagement Officer role working with families and the wider community to: engage families in children's learning; support opportunities for children to engage in health and wellbeing events in the wider community, as well as supporting those community members to use school facilities; support parents in creating positive home environments; sourcing funding, resources and support to provide home reading resources and educational experiences for children; raise attendance by directly supporting families.	EEF – Parental engagement Parental engagement has a positive impact on average of 4 months' additional progress. Knowledge and prior experience reflects that the personalised approach of engaging with parents and carers reduces the potential for widening attainment gaps.

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

Budgeted cost: £37,204

Activity	Evidence that supports this approach
Musical instrument lessons for all junior classes: Ukuleles for Year 6 Drumming for Year 5 Recorder for Year 4 P-Buzz for Year 3	EEF – Arts participation. Arts participation approaches can have a moderate (+3 months) positive impact on academic outcomes in other areas of the curriculum. Our planned approach will focus on improving attitudes to learning and health and wellbeing, as well as raising aspiration. However, there is some evidence to support the impact of music on spatial awareness and improved outcomes in English and mathematics.
Trauma Informed School Lead to work directly with pupils to improve engagement with learning and support emotional wellbeing.	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. This impact is stronger with older pupils and is therefore to be targeted at pupils predominantly in Years 4-6. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. For this reason, the intervention will be led by a highly skilled and committed staff member, with time given to engage in ongoing training and professional supervision.

Total budgeted cost: £175,017

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 to 2026 academic year.

Activity	Impact
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Bespoke TA support to provide intervention programmes for improving reading comprehension skills for pupils in Year 5 and Year 6, prioritising those eligible for FSM.	Year 6 25 children accessed reading intervention. FSM (13 children) 24% of the children are reading above age expectation. 46% of children are reading at age expectation. 30% of children are reading below age expectation Non-FSM (12 children) 25% of the children are reading above age expectation. 50% of the children are reading at age expectation. 25% of children reading below age expectation. Year 5 23 children accessed reading intervention. FSM (11 children) 18% of the children are reading above age expectation. 73% of children are reading at age expectation. 9% of children are reading below age expectation Non-FSM (12 children) 17% of the children are reading above age expectation. 67% of the children are reading at age expectation. 17% of children reading below age expectation. All children engaged in the programme made progress and reported increased confidence.
Trained staff to provide oracy intervention support for pupils across the school as required, prioritising those eligible for FSM. Trained staff member to provide Signalong speech, language and communication intervention in Nursery.	12 children were identified to receive support. 5 FSM children 7 Non – FSM children Progress was measured using ComIT Checklist Screening Tool. All children made progress.

Trained staff member to provide Comit speech, language, communication intervention to 4-year-olds.	Staff worked collaboratively to identify the most important and functional signs that would best support non-verbal children within the setting. The selected signs were: Stop, Finished, Hello, Down, More, Bubbles, Look These signs were chosen due to their relevance to daily routines, play, and interactions. The signs were displayed clearly within the environment and consistently modelled and used by staff throughout the day. 75% of pupils (6 out of 8) are showing some level of engagement with Signalong. Half of the pupils are now responding consistently, indicating strong early impact. Pupils not yet responding are at earlier stages of communication development and continue to be supported through targeted strategies. Overall the use of Signalong is having a positive impact on the majority of pupils. There is clear progress in early communication and engagement. Staff interventions and consistency are supporting pupils to begin interacting and responding
Rich purposeful enhanced provision resources support engaging play-based learning tasks in all early years' classrooms.	Nursery demonstrated significant improvement when comparing Autumn baseline dominated by scores of 1 (Emerging) and 2 (Expected) to a Summer baseline characterised by 2s and 3s (Exceeding). While FSM pupils are effectively closing the gap in literacy, a persistent performance gap remains in Maths and for pupils with complex ALN profiles. Literacy (Writing & Reading): This area saw the most dramatic improvement. Overall: Most pupils progressed from Level 1/2 to Level 2/3. FSM Impact: FSM pupils showed the highest growth rate here, nearly gaining a full level on average, indicating successful early literacy interventions. Maths: Progress was consistent but slower compared to literacy. Trend: FSM pupils often remained at Level 1 or 2 by Summer, suggesting that numeracy requires more targeted support than literacy for this demographic. Motor Skills & Wellbeing: Fine Motor: Strong progression toward Level 3 across the cohort.

	Health & Wellbeing: Most pupils reached Level 3, though pupils with specific Toileting needs frequently remained at Level 1 or 2. Vulnerable Groups & Barriers to Learning Reception demonstrated consistent improvement, with the most significant gains occurring in writing, reading, and mathematics. Overall, 85.4% of the cohort met or exceeded year-end expectations in Literacy Narrowing of the Gap: In mathematics, 8 out of 14 FSM pupils (57.1%) achieved a Score 2 or higher by Summer. Excluding the Nurture -supported pupils, the FSM cohort narrowed the gap significantly in writing, with 75% of standard FSM pupils reaching the expected year-end level. In writing, 9 out of 14 FSM pupils (64.3%) successfully transitioned out of the Score 1 category. Notably, several FSM pupils remained at Score 1, particularly those within the "Nurture provision" support designation, indicating a persistent attainment gap for pupils with complex additional needs. Literacy Development (Reading & Writing) Literacy presented the highest initial deficit, with 79.1% of the cohort emerging at Score 1 in writing. By the summer term, 85.4% of the cohort achieved Score 2 or 3. Writing demonstrated a higher rate of improvement than reading, with the majority of Score 1 pupils moving to Score 2. Mathematical Development Baseline mathematics scores showed 38 out of 48 pupils at Score 1. A critical success metric is the "1 to 3" jump, indicating accelerated progress. 6.25% of the cohort (3 pupils, including one FSM pupil), transitioned from a Baseline 1 to a Summer 3. While the majority of the cohort moved one step (1 to 2), these two-step jumps highlight areas of exceptional intervention efficacy. Physical Development (Fine & Gross Motor) Fine Motor skills showed a significant baseline deficit with 19 pupils (39.6%) starting at Score 1. The recovery rate in this category was high: 84.2% of those who started at Score 1 transitioned to Score 2 or 3 by the Summer Term. Gross Motor skills were more stable, with 93.7% of the total cohort reaching Score 2 or 3 by year-end.
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	Personal Development (Health & Wellbeing) Health & Wellbeing scores remained the most resilient. Of the 15 pupils who began at Score 1, 13 successfully progressed to Score 2 or 3. The data shows no instances of regression in this domain across the entire 48-pupil cohort. Excluding the Nurture-supported pupils, the FSM cohort narrowed the gap significantly in writing, with 75% of standard FSM pupils reaching the expected year-end level.
Non-teaching Community Engagement Officer role working with families and the wider community to: engage families in children's learning; support opportunities for children to engage in health and wellbeing events in the wider community, as well as supporting those community members to use school facilities; support parents in creating positive home environments; sourcing funding, resources and support to provide home reading resources and educational experiences for children; raise attendance by directly supporting families.	Over a quarter of children across the school access the leisure facility outside of school hours on a regular basis. This has improved their wellbeing, social skills and general fitness. Support provided by the Engagement Officer has contributed to a number of families no longer requiring support from external agencies. The Engagement Officer has sourced considerable funding which was used to provide experiences for the children including a pantomime, theatre trips, outdoor pursuits activities and gardening. The children have begun to plant their own food to grow, harvest and cook. Pupils have commented positively on these experiences with a few beginning to grow fruit and vegetables at home. Attendance has remained above 92%.
Trauma Informed School Lead to work directly with pupils to improve engagement with learning and support emotional wellbeing.	The TIS lead's focussed work has improved engagement with learning for most pupils supported. Testimonials regarding impact on individuals are too personal to share.

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