GOLDEN GROVE SCHOOL PDG
PLAN 2026 -27

PDG Activity	Early Years	Creative & Digital Literacy Projects	Emotional Literacy	Use of outdoors/ developing life skills/ sporting skills	Nurture and Additional learning needs provision	Everyday life experiences
Overview & Outcomes	Opportunities for targeted pupils to develop literacy and numeracy skills. Regular updates to parents on progress made and strategies to be used at home to reinforce learning at school.	Drama workshops by JC Theatre (Chloe) using drama and literacy to engage pupils in creative learning, and to strengthen their oracy skills. Helping children to develop creative thinking and self-expression. Targeting disadvantaged learners.	Emotional support for pupils in FP and KS2 who are experiencing issues with anxiety or behavioural difficulties. Allocate pupils to each ELSA.	Ensure children are appropriately equipped to use outdoor learning regardless of the weather. Opportunities for disadvantaged learners to access extra-curricular clubs. Use minibus to transport pupils. PLPS for all junior children through the Swansea City FC Foundation.	Targeted provision for disadvantaged pupils with additional learning needs, who have difficulty in accessing the curriculum in a normal classroom environment. Enhancing learning opportunities that develop transferable to skills and knowledge back to the classroom.	For all children to experience visits within the local area e.g. local beach, swimming pool, park etc. Children to gain essential skills by the time they leave Year 6 (Passport) e.g. Sew a button, learn a musical instrument, take port in competitive sport, ride a bike….
Impacts	Improved literacy, numeracy and physical skills throughout Foundation Phase. Improved attainment in literacy and numeracy. Increased concentration on learning and tasks in a whole class situation.	Increased skills and use of learners in respect of oracy. Developing creative thinking and self-expression.	Improved attendance of pupils accessing ELSA support programme. Developing positive attitudes to learning. Improved behaviour at break times.	Improved engagement and attendance. Better attitudes to school. Pupil wellbeing and confidence.	Improved attendance and fewer exclusions Improved attainment in all areas of learning. Development of social skills Develop and foster positive attitudes to learning.	Well-being of pupils and parents.
Costs &staff member responsible	Trained LSAs to deliver programmes in Speech and Language, Read Write Inc., SKIP, RWI Spellings and WWN intervention Costs: £10,000 Katie Jones and Adele Millican. (Under guidance of Rhian Bruce, Rachel Adams and Leanne Wainwright)	Chloe drama project – £6000 Rhian Bruce/ Melissa Olyott	LSAs trained in delivering ELSA to be released for two sessions a week. Time to liaise with ALNCOs. Time to liaise with each other and share good practice. Release time for ELSAs to work with the children – Kelsey Kitts, Amanda Ford, Katie Williams, Sarah Roberts-Ogleby, Mandy Phillips, Ruth Brown, Emily Watts, Kate Scourfield and Adele Millican. Release time for training. (Under guidance of Rachel Adams) - £4,000	Minibus cost - £4,000 PLPS (Swansea City FC) - £2,000	Support staff to enhance learning opportunities - £30,716 Senior Teacher Release to monitor - £2,000	Use of minibus (fuel costs) Entry Fees to facilities - £500
	Family Engagement Officer to work across these areas - £10,000					
Monitoring & evaluation	S2S to monitor development of each learner. Progress reports to ALNCO and to parents of pupils. Children's Individual educational plans - Edukey	Monitoring attendance of learners engaged in interventions. Evaluation of learners' experience (listening to learners) National Test/LNF/Teacher Assessment results; cross referencing those learners who attend to map progress. S2S to monitor development of each learner, inc. Effort & Resilience.	Monitoring attendance of learners engaged in ELSA programme. ELSA support records Check in and check out system. Pupil survey Discussions with class teachers	Monitoring attendance of learners engaged in interventions. Evaluation of learners' experience (listening to learners.)	Steps to Success to track progress made by ALN pupils National Assessment Data School attendance records. Listening to learners and work scrutiny IDPs and ALN records Teacher reports for learner progress/ impact.	Parent Evaluation forms Pupil Evaluation forms
Links to Estyn & key strategies	Focusing on the development of learners' literacy & learning skills Providing enriching learning experiences. **Standards** **Teaching** **Improving quality**	Focusing on the development of learners' literacy & learning skills. Improving the attendance, punctuality & behaviour of learners. **Standards** **Teaching** **Improving quality** **Wellbeing** **Care, Support and guidance**	Providing coping strategies to children who have emotional difficulties Improving the attendance and behaviour of an identified group of pupils. **Teaching** **Wellbeing** **Care, Support and guidance**	Providing enriching learning experiences. Improving wellbeing and behaviour of an identified group of pupils. **Wellbeing** **Care support and guidance** **Learning experiences** **Learning environment**	Providing enriching learning experiences. Improving the attendance and behaviour of an identified group of pupils. Focusing on the development of learners' literacy & learning skills Providing enriching learning experiences. **Wellbeing** **Learning experiences** **Learning environment** **Partnership working**	Providing enriching learning experiences. Improving wellbeing of parents and pupils; developing family engagement. **Wellbeing** **Learning Experiences** **Learning Environment** **Partnership Working** **Care, Support and Guidance.**

Total Grant for 2026 – 27: £59,216. (PDG - £47,150; EY PDG - £6,900; LAC PDG - £5,166)