Annex 1. Pupil Development Grant School Statement template

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.

School Overview

Detail	Data
School name	Golden Grove School
Number of learners in school	234 (FTE)
Proportion (%) of PDG eligible learners	12.25%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	
PDG Lead	Andrew Williams/ Rhian Bruce
Governor Lead	Darrell Willington

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£47,150
EYs funding allocation this financial year	£6,900
LAC PDG	£5,166
Total budget for this academic year	£59,216

Part A: Strategy Plan

Statement of intent

The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential. At Golden Grove School, we plan and provide support, provisions, implement strategies and interventions that focus on the attainment and achievements of these learners. We monitor the progress and evaluate the success and effectiveness of these strategies.

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
Early Years/ Foundation Phase 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.	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.
Creative Literacy Projects 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.	Increased skills and use of learners in respect of oracy. Developing creative thinking and self-expression.
Emotional Literacy Emotional support for pupils in FP and KS2 who are experiencing issues with anxiety or behavioural difficulties. Allocate pupils to each ELSA.	Improved attendance of pupils accessing ELSA support programme. Developing positive attitudes to learning. Improved behaviour at break times.
Use of outdoors/ developing life skills/ sporting skills 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.	Improved engagement and attendance. Better attitudes to school. Pupil wellbeing and confidence.
Nurture and Additional Learning Needs Provision 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.	Improved attendance and fewer exclusions. Improved attainment in all areas of learning. Development of social skills. Develop and foster positive attitudes to learning.
Everyday life experiences 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….	Well-being of pupils and parents.

Activity in this academic year

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

Early Years - £6,900 (LSAs) Creative Literacy Project Chloe - £6,000 (Chloe) Developing outdoor/ life/ sporting skills - £6,500 Emotional Literacy/ Nurture/ ALN Provision - £36,316 Senior Teacher Release (ALNCo/ LAC Lead/ Lit/Num Leads) - £2,000 Everyday life experiences - £1,500

Learning and teaching

Budgeted cost: Included above

Activity	Evidence that supports this approach
• Communication and language approaches • Early numeracy approaches • Play-based learning • Social and emotional strategies • Parental engagement • Physical development approaches • RWI Phonics • Voice 21 interventions • Reading comprehension strategies • Small group support	All these activities have been identified as having a moderate to high impact through the EEF.

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: Family Engagement Officer £20,300 (50% funded PCC)

Activity	Evidence that supports this approach
Family Support	Community Schools (Welsh Government document)
Family engagement activities	High Impact (EEF)

Part B: Review of outcomes in the previous academic year

PDG outcomes

We continue to provide a range of targeted intervention programmes that directly support learners, including Read Write Inc. (RWI), RWI Spelling and Winning with Numbers**.** Alongside academic interventions, we offer specialist wellbeing support through initiatives such as ELSA sessions, drama-based interventions, and a variety of family engagement activities.

As a community-focused school, we actively work in partnership with parents and carers to support their children's learning and development. Our inclusive and caring ethos is central to school life and contributes significantly to pupils' wellbeing.

Strong relationships between staff, parents and carers continue to be a key strength. Parents are welcomed into school regularly and engage positively with a range of initiatives, including IFST Parent Workshops, Plant Dewi projects, drop-in sessions, and Early Years/Flying Start Stay and Play sessions**.** We maintain a broad range of provision to meet the needs of learners with additional learning needs, and the transition of pupils to the new ALN system has now been successfully completed in line with the statutory ALN Code.

Parental feedback indicates that most parents feel actively involved in school life, with many reporting a strong sense of belonging within our school community. Parents demonstrate a clear awareness of the support available and speak highly of the positive impact of interventions. Many provide specific examples of how the work of our ELSA team, teaching staff, senior leaders and Family Engagement Officer has enhanced their child's wellbeing and supported their development.

The Healthy Schools National Quality Award recognised that *"the school strives to promote and enhance health and wellbeing for the whole school community. Central to the ethos of the school is the care and support provided for pupils and their families."*

Pupils benefit from a rich range of opportunities that promote confidence, creativity and personal growth. Participation in the arts remains a particular strength, with productions such as Charlie and the Chocolate Factory and Aladdin**,** alongside opportunities to learn musical instruments and perform publicly. These experiences help pupils develop teamwork, resilience and self-confidence. Equally, participation in sporting activities, competitions and tournaments remains high, offering pupils varied opportunities to develop physical skills, wellbeing and a sense of achievement.

Our ELSA provision has continued to expand and now reaches every class across the school. ELSAs work closely with teachers to identify individual needs and develop targeted programmes of support. Each ELSA provides regular weekly sessions for identified pupils, while also maintaining flexible drop-in support for a wider group of children, including those awaiting intervention or receiving support from external agencies. Through collaborative work across the cluster with the Child and Adolescent Mental Health Service (CAMHS)**,** staff have also benefited from specialist consultation for pupils experiencing significant emotional distress. This has enabled the development of comprehensive support plans involving families, health professionals and external agencies.

The role of the Family Engagement Officer has continued to evolve. While staffing changes have limited continuity in the position, plans have strengthened this provision through am internal recruitment, drawing on the expertise already available within the school. Since Autumn 2022, attendance has shown a steady improvement, and attendance during 2025-2026 compared favourably with similar schools and with schools across Pembrokeshire. Although attendance remains a little lower than the previous year, it continues to be a priority area. Ongoing collaborative work across the cluster is helping to ensure consistent messaging, shared expectations and effective attendance procedures.

Overall, PDG funding has enabled the school to provide a comprehensive package of academic, wellbeing and family support that continues to have a positive impact on pupil outcomes, engagement, wellbeing and inclusion.

One important factor to consider when analysing our data and evaluating the impact of the Pupil Development Grant (PDG) is the introduction of Universal Free School Meals in Wales. The number of pupils receiving free school meals no longer provides the same picture of socioeconomic disadvantage as it once did, as all eligible primary-aged pupils now receive a free school meal regardless of family income. This can make it more difficult to identify and engage those families who may be entitled to PDG-related support. Despite our efforts to contact and encourage parents to register for eligibility checks, some families, we feel, assume that, because their child already receives free school meals, no further action is required. As a result, there is a risk that some eligible families are not identified, which can impact both support for pupils and the accuracy of our data when evaluating deprivation and the effectiveness of PDG-funded interventions.

Attendance Target: 95%

2023/24			2024/25			2025/26		
eFSM	Non-FSM	Combined	eFSM	Non-FSM	Combined	eFSM	Non-FSM	Combined
88.4%	93%	92.1%	90%	93.4%	92.5%	85.6%	93.3%	91.8%

Welsh National Tests Summer 2026

eFSM Numeracy Overview 2026 (Years 3-6)

There are **18 FSM pupils** across Years 3-6.

- **Average Procedural Score:** 94.7
- **Average Reasoning Score:** 96.5

Key Strengths

- **Reasoning is a strength** across the school, with eFSM pupils generally performing better in reasoning than procedural numeracy.
- There is evidence of **high attainment among eFSM pupils**, with several pupils achieving scores above 115.
- **Year 4 is particularly strong**, with averages of 105.0 (Procedural) and 108.2 (Reasoning).
- Most eFSM pupils are working at, or close to, age-related expectations.

Areas for Development

- Attainment varies considerably within some year groups.
- A small number of eFSM pupils are achieving significantly below expected levels (scores in the 70s), particularly in Years 3 and 5.
- These pupils have a significant impact on cohort averages and should remain a priority for targeted intervention.
- Procedural fluency continues to be slightly weaker than reasoning and should remain a focus area.

Year Group Summary

- **Year 6 (6 pupils):** Secure outcomes overall with reasoning a relative strength.
- **Year 5 (6 pupils):** Outcomes slightly below school average; one pupil requires significant support.
- **Year 4 (5 pupils):** Strongest eFSM cohort, with several pupils attaining highly.
- **Year 3 (3 pupils):** Most variable cohort; one very high attainer and two pupils requiring intensive support.

Headline Evaluation

eFSM pupils are achieving broadly secure outcomes in numeracy across the school. Numeracy reasoning is a particular strength, and there is clear evidence that many eFSM learners attain highly. Attainment gaps are largely driven by a small number of lower-attaining pupils rather than a widespread trend of

underachievement. The school's priority should be targeted support for these learners alongside continued challenge for higher-attaining FSM pupils.

Year Group	Year 3 (3 pupils): Reading	Year 4 (5 pupils): Reading	Year 5 (6 pupils): Reading	Year 6 (6 pupils): Reading
Averages	Cohort average: **108**	Cohort average: **108**	Cohort average: **101**	Cohort average: **106**
eFSM Pupils	eFSM pupils: **76** Whole cohort: **108** Difference: **32 points below the cohort average** All eFSM pupils are currently attaining below the cohort average, with two pupils significantly below 85. This indicates that eFSM pupils are the lowest-performing group in Reading and would benefit from targeted intervention.	eFSM average: **98** Gap: **10 points below the cohort average** The eFSM group is very mixed: - One pupil is attaining well above average (**121**). - One pupil is slightly above average (**111**). - Three pupils are below average, including one significantly below average (**74**).	eFSM pupils are performing approximately **9 points below** the cohort average **(101).** - Only **3 out of 10 eFSM pupils** are above the cohort average. - Several eFSM pupils have scores below 85 (79, 84, 74, 69), which is contributing significantly to the attainment gap. - However, there are examples of strong performance within the group, with scores of **122 and 108**.	eFSM pupils are performing around **6 points below the cohort average** (100 vs 106). There is a large spread of attainment: - Highest scores: **131, 125, 114** - Lowest scores: **69, 69, 77** Several eFSM pupils are among the highest-attaining readers in the year group, but a few significantly lower scores depress the group average.
Vulnerable/ LAC pupils	Vulnerable/LAC pupils: **102** Whole cohort: **108** Difference: **6 points below the cohort average** Performance within this group is mixed: - One pupil is performing well above average (**122**). - Two pupils are below average (**89** and **95**). Overall, the group is performing slightly below peers, although the gap is much smaller than for eFSM pupils.	Vulnerable/LAC average: **101** Cohort average: **108** Gap: **7 points below the cohort average** This is a very small group, and outcomes are highly variable: - One pupil is performing strongly (**121**). - One pupil is significantly below average (**81**).	**Average Vulnerable/LAC score: 92** - Vulnerable/LAC pupils are performing approximately **9 points below** the cohort average. - Two pupils are attaining above the cohort average (108 and 94 is close to average). - Two pupils have significantly lower scores (74 and 92), creating a notable gap within this small group.	There are approximately **4 pupils** identified as **Vulnerable/LAC.** 2027 Reading scores: **Average Reading score: approximately 91** Vulnerable/LAC pupils are performing around **15 points below the cohort average** (91 vs 106). The group contains one high-attaining pupil (114), but two pupils have scores below 80, creating a substantial attainment gap.
Evaluation	Reading outcomes indicate that eFSM pupils are performing significantly below their peers, with an average score of 76 compared with 111 for non-eFSM pupils.	Reading outcomes for eFSM and Vulnerable/LAC pupils are below those of their peers. eFSM pupils achieved an average Reading score of 98 compared with 110 for non-eFSM	Reading outcomes for eFSM and Vulnerable/LAC pupils are below those of their peers. eFSM pupils achieved an average Reading score of 91.9 compared with a cohort average of	Reading outcomes for eFSM pupils are below those of their peers, with an average score of approximately 100 compared with the cohort

	Vulnerable/LAC pupils achieve an average score of 102, which is slightly below the performance of their peers. While there is evidence of strong attainment among some vulnerable learners, the data highlights a substantial attainment gap for eFSM pupils. **Targeted support in reading fluency, comprehension and vocabulary development should remain a key priority to improve outcomes and reduce inequalities in attainment.**	pupils, while Vulnerable/LAC pupils achieved an average of 101. Within both groups there is considerable variation, with some disadvantaged pupils attaining well above age-related expectations. However**, a small number of lower-attaining pupils create a notable attainment gap, indicating the need for targeted support to improve reading fluency, comprehension and vocabulary development.**	101, while Vulnerable/LAC pupils achieved an average score of 92**.** **Although several disadvantaged pupils are attaining at or above expected levels, a number of lower-attaining pupils create an attainment gap of approximately 9 points. Reducing this gap remains a priority, particularly through targeted support for pupils with weaker reading skills.**	average of 106. Outcomes for Vulnerable/LAC pupils are lower still, averaging around 91. Whilst several disadvantaged pupils attain highly and exceed cohort expectations, attainment within these groups is more variable and includes a number of significantly lower scores. Consequently, **reducing the attainment gap for the lowest attaining eFSM and Vulnerable/LAC pupils remains a priority for improvement.**