

Pupil Development Grant School Statement

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	Magor CIW Primary
Number of learners in school	280
Proportion (%) of PDG eligible learners	15%
Date this statement was published	6th October 2025
Date on which it will be reviewed	11th October 2025
Statement authorised by	A Dixon-Gough
PDG Lead	L Welsh
Governor Lead	C Dowd

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£51,802
Total budget for this academic year	£51,802

Part A: Strategy Plan

Statement of intent

- *Increased staff release time to support ELSA to develop / support pupils emotional wellbeing*
- *Resources to ascertain pupil's wellbeing in order to target support needed*
- *Targeted academic and wellbeing interventions are provided for vulnerable learners, supported them in reaching potential*
- *Release time for staff to complete learner wellbeing meetings*
- *High quality professional development opportunities to enable staff to support disadvantaged learners effectively.*
- *Use to purchase programme which develops resilience and perseverance amongst eFSM, / vulnerable learners*

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
<p>Across the school, all vulnerable learners will have access to emotional support and wellbeing interventions through ELSA trained staff</p>	<p>All vulnerable learners will have improved levels of well-being, emotional and social skills, self esteem and confidence. They will know where to access support and they will be ready to learn.</p> <p>Learners will show improved ability to adapt into school routines and feel safe, valued and supported.</p> <p>Pupil progress meetings will indicate sustained improvements in emotional regulation.</p> <p>Highly effective communication between staff will ensure that incidences of emotional distress and peer conflict decrease over time.</p>
<p>Completion of PASS survey</p>	<p>Surveys are completed and data analysed to inform class teachers / leaders of the wellbeing needs of pupils.</p> <p>These needs are discussed at pupil progress meetings and a team around</p>

	the child approach is used to support individuals.
Staff have dedicated time to meet with their pupils and parents with a wellbeing focus	<p>Pupils feel valued and staff have a greater understanding of pupils needs</p> <p>Assessment data shows reduction in attainment gap between vulnerable learners and their peers.</p> <p>Attendance data shows increased attendance percentages of vulnerable learners.</p>

Activity in this academic year

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

Magor Primary school is committed to using our PDG allocation strategically and effectively to ensure that all learners, regardless of any external factors have the same support and opportunities to succeed.

- Regular Pupil progress meetings enable us to track the progress of all groups of learners and fill any gaps in learning with timely, targeted interventions.
- Design and deliver targeted interventions across the school that meet the academic, emotional, and social needs of vulnerable pupils and their families.
- Support a strong foundation for all learners, especially in the early years, by equipping families with the information, resources, and guidance needed to ensure smooth and successful transitions into school life.
- Provide high-quality professional development for staff to strengthen their capacity to support disadvantaged learners through inclusive teaching practices and effective differentiation.

Learning and teaching

Budgeted cost: £41,000

Activity	Evidence that supports this approach
Commando Joe Programme and resources	From listening to learners / teachers, learning has resulted in many pupils showing an increase in self-worth, confidence and resilience.
Release time for staff to attend PL	Professional discussion has shown that staff demonstrate the desire to attend PL to enable them to meet the need of the increasing number of vulnerable learners within the school. Education Endowment Foundation (EEF) research has indicated that Metacognition and Self-regulation strategies and interventions can significantly accelerate progress when delivered by well-trained staff.
Additional adult support to support vulnerable pupils	Listening to learners has reflected that the adult support has given them the additional support they have needed to develop confidence and therefore resulted in increased progress in their learning.
Release time for staff to deliver parent information events	Equipping families with the knowledge and skills to further support learners at home will enable all children to make increased progress. It is anticipated that this will encourage an increased number of parents to engage with school in order to seek support if needed.

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: £ 4,000.00

Activity	Evidence that supports this approach
Release time given to staff to develop partnerships to help support the school in delivering authentic learning experiences.	Businesses, organisations and parents will feel as though they are part of the school community and will contribute towards our context based curriculum development.
Release time given to staff to plan curriculum engagement for parents.	Parents will have a greater understanding of our curriculum and will have an increased understanding of the purpose behind the design. This will enable them to further support their children at home.

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

Budgeted cost: £6,802.00

Activity	Evidence that supports this approach
Additional adult support with vulnerable pupils	<p>Listening to learners has reflected that the adult support has given them the additional support they have needed to develop confidence and therefore resulted in increased progress in their learning.</p> <p>EEF research evidences that developing learner's emotional literacy, self-regulation and resilience has a positive impact on wellbeing, engagement and academic attainment.</p>

Total budgeted cost: £ 51,802.00

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 2024 to 2025 academic year.

Activity	Impact
Implementation of Commando Joe	Learning walks and listening to learners / teachers reflected that children had broadened their skills in resilience, teamwork, perseverance etc.
Bespoke ELSA sessions	As a result of these sessions, professional discussions and discussion with learners have indicated that all pupils have felt a benefit from the sessions. It was highlighted that readiness to learn was improved as was general feeling of wellbeing. Pupils who have attended ELSA have been tracked and have demonstrated improved attendance as well as greater progress in all areas.

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

Further information (optional)

We are working closely with our PTFA and local church to help support vulnerable pupils and their families. For example, providing access to uniform, food items etc. Information of where to seek support is also published on our school website, including how to apply for a number of grants.

We are in the process of setting up a community hub, where parents can collect second hand uniform and books as well as holding a store of essential items for those in need.