# Perthcelyn Community Primary PDG Strategy Statement 2026/2027

*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.*

**School Overview**

| Detail | Data |
|---|---|
| **Perthcelyn Community Primary School** | |
| Number of pupils in school *(as indicated on budget formula allocation - March '26)* | Reception: 13.33 pupils.<br>Yr 1 - Yr 6: 77 pupils.<br>Total Pupils: 90.33 |
| Proportion (%) of PDG eligible pupils *(as indicated on budget formula allocation - March '26)* | 60.88%<br>55 pupils |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Ellen Hook (HT) |
| PDG Lead | Ellen Hook (HT) |
| Governor Lead | Debbie Moore |

**Funding Overview**

| PDG funding allocation this financial year | £65.550 |
|---|---|
| Total budget for this academic year (not inc. grants) | £992,386.63 |
| Total budget for this academic year (inc. grants) | £1,130,734.04 |
| PDG funding allocation this financial year | £65.550 |

**Part A: Strategy Plan**
***Statement of Intent***

We will ensure that PDG funding is used strategically to reduce the impact of poverty and disadvantage on pupils' educational outcomes. Provision will focus on removing barriers to learning through targeted support, additional staffing capacity, early intervention, family engagement and equitable access to enrichment opportunities.

Evaluation of the school's 2025/26 PDG provision demonstrates that targeted intervention and additional staffing have contributed positively to pupil progress, particularly in literacy. Assessment evidence indicates that most disadvantaged learners made suitable progress from their individual starting points and that many attained as well as, and in some cases better than, their peers.

However, analysis also identified persistent absence as the most significant barrier to equity. Although overall attendance improved to 91.3%, attendance for eFSM pupils remained lower than non-eFSM pupils and almost half of eFSM learners were persistently absent. Consequently, the school will retain investment in family engagement provision whilst refining the role towards reducing persistent absence and strengthening early intervention with vulnerable families.

PDG expenditure will continue to focus on:

- improving progress in literacy and numeracy;
- reducing barriers to learning;
- strengthening early intervention;
- improving attendance and engagement;
- supporting pupil wellbeing;
- ensuring equal access to enriching educational experiences.

**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 |
|---|---|
| Improve progress in literacy and numeracy by using additional staffing flexibly to provide timely, targeted support for pupils at risk of not making progress. | • Most pupils accessing targeted support make measurable progress from their individual starting points.<br>• Assessment information demonstrates improvements in literacy and numeracy outcomes.<br>• Intervention provision is reviewed regularly and adapted according to pupil need.<br>• Leaders can demonstrate that additional staffing is used responsively to address misconceptions, close gaps in learning and provide timely support. |
| Strengthen early intervention for pupils entering school with significantly low starting points. | • Pupils entering Nursery and Reception with low starting points receive timely support and intervention.<br>• Baseline and ongoing assessment information demonstrate progress in communication, language, literacy, numeracy, personal development and independence. Additional support contributes to improved readiness for learning and successful progression through the Foundation Learning phase. |

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| To reduce persistent absence and narrow the attendance gap between eFSM and non-eFSM pupils through early identification, targeted family engagement and responsive support. | • The proportion of eFSM pupils who are persistently absent reduces from the 2025/26 baseline of 48.1%.<br>• Attendance improves from individual starting points for pupils receiving targeted FEO support.<br>• The attendance gap between eFSM and non-eFSM pupils reduces from the 2025/26 baseline of 5.6%.<br>• Unauthorised absence amongst eFSM pupils reduces from the 2025/26 baseline of 7.6%.<br>• FEO casework demonstrates that individual barriers to attendance are identified and appropriate support/action is implemented. |
| Reduce financial barriers to participation in enrichment and residential experiences. | • Identified disadvantaged pupils participate fully in residential visits and enrichment opportunities.<br>• Financial circumstances do not prevent pupils from accessing wider learning experiences.<br>• Pupil and family feedback demonstrates positive experiences and participation. |

**Activity in this academic year**
This details how we intend to spend our PDG this academic year to address the challenges listed above.

**Learning and Teaching - Budgeted Cost: £59,615**

| Staffing & Resources | Timescales | | Cost |
|---|---|---|---|
| | Start Date: | End Date: | |
| 2 x Level 3 TAs (TF & KJ) | April 2026 | March 2027 | 2x £27,857 £55,714 |
| 1 x Level 1 TA (LC) | Sept 2026 | March 2027 | £3901.00 |

| Activity | Evidence that supports this approach |
|---|---|
| Provision of two additional Level 3 Teaching Assistants to provide responsive in-class support, additional reading, targeted literacy/numeracy intervention and pastoral support according to identified need. | • Evaluation of 2025/26 PDG provision demonstrated positive impact from additional staffing capacity. Approximately 75% of pupils accessing intervention support were eFSM learners. Salford Reading Assessment outcomes showed that 83% of Year 2 eFSM pupils, 80% of Year 3 pupils, 100% of Year 4 pupils, 80% of Year 5 pupils and 83% of Year 6 pupils made measurable progress.<br>• Additional staffing enabled support to be matched more effectively to identified barriers and need.<br>• The Education Endowment Foundation (EEF) identifies high-quality teaching and targeted academic support as key drivers of improved outcomes for disadvantaged learners. |

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| Part-funding of an additional Nursery/Reception Teaching Assistant. | • Baseline information identifies increasing numbers of pupils entering school with significantly low starting points, particularly in communication and language, personal development and early literacy/numeracy skills.<br>• Additional staffing will increase opportunities for early identification, small-group support and targeted intervention.<br>• Early intervention is consistently identified through research as having a significant impact on long-term educational outcomes. |

**Wider strategies (Attendance, Wellbeing, Family Engagement and Equity) - Budgeted Cost: £5,935**

| Staffing & Resources | Timescales | | Cost |
|---|---|---|---|
| Full-time FEO, 80% LA funded / 20% school contribution through PDG | April 2026 | March 2027 | £5135.00 (£20,537 paid for by LA) |
| Residential subsidy: 8 × £100 | Oct 2026 | March 2027 | £800 |

| Activity | Evidence that supports this approach |
|---|---|
| Co-fund a full-time FEO to provide targeted attendance and family engagement support, with a strengthened focus on persistent absence amongst disadvantaged pupils. | • Evaluation of the school's 2025/26 attendance information identifies attendance as a continuing barrier for a significant proportion of disadvantaged pupils.<br>• Although whole-school attendance improved to 91.3% (the highest level since pre-COVID), eFSM attendance remained at 88.7%, compared with 94.3% for non-eFSM pupils. Most significantly, 48.1% of eFSM pupils were persistently absent compared with 8.5% of non-eFSM pupils. Unauthorised absence was also significantly higher at 7.6% compared with 2.4%.<br>• Continued investment in the FEO role will support earlier intervention, improved communication with families and targeted support for pupils at risk of becoming persistently absent.<br>• These figures demonstrate the need to retain FEO capacity while sharpening focus towards persistent absence and targeted support for individual pupils and families |
| Residential subsidy for identified disadvantaged pupils. | • Evaluation of previous PDG expenditure demonstrated that financial support enabled disadvantaged pupils to access educational visits |

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| | and wider experiences that may not otherwise have been possible.<br>● Removing financial barriers is an important aspect of promoting equity and ensuring that all pupils can participate fully in school life. |

**Total budgeted cost: £65,550**

**Part B: Review of outcomes in the previous academic year (2025/26)**
During 2025/26, PDG funding was used effectively to provide targeted intervention, enhance wellbeing provision and strengthen support for vulnerable learners.

Assessment information indicates that most disadvantaged learners made suitable progress from their individual starting points. Salford Reading Assessment outcomes demonstrated positive progress across all year groups, with the strongest outcomes evident in Year 4 where all eFSM pupils made measurable gains in reading age.

Personalised Assessment information indicates that most eFSM pupils achieved scores at or above expected levels in reading, with outcomes in several year groups comparing favourably with non-eFSM pupils. Intervention records demonstrate that approximately 75% of pupils receiving targeted support were eFSM learners, indicating that resources were targeted appropriately towards learners experiencing the greatest barriers to learning.

Additional staffing enabled a responsive approach to intervention, including additional reading support, Literacy Launchpad, WellComm, Speech Link, Elklan and wider pastoral provision. Evaluations conclude that this investment has contributed positively to reducing barriers to learning and improving access to the curriculum.

The school's wellbeing offer was strengthened through increased access to ELSA support and the introduction of Therapy Dog provision. Staff observations and pupil feedback indicate positive early impact on pupils' confidence, emotional wellbeing and engagement with learning.

Attendance improved to 91.3%, representing the strongest post-COVID attendance position. However, evaluation identified continuing inequity in attendance outcomes. As a result, leaders have refined the 2026/27 PDG strategy to place greater emphasis on reducing persistent absence amongst disadvantaged learners.

The impact of PDG expenditure during 2025/26 was effective, with funding contributing positively to pupil progress, wellbeing, engagement and access to learning whilst informing a sharper and more targeted approach for 2026/27.

**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 |
|---|---|
| Colourful Semantices | Widgit Software |
| My Concern (supported by LA) | My Concern |
| ELSA | RCT |

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|---|---|
| Speech links | RCT |
| Wellcomm | RCT |
| Literacy Launchpad | RCT |
| Catch Up Reading | RCT |
| White Rose Resources and Scheme | White Rose |