



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



This statement details St Gabriel's RC Primary's use of the PDG for the 2025 to 2026 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

| Details | Data |
|---|--------------------------------|
| Name of School | St Gabriel's RC Primary School |
| Number of pupils in school | 204 |
| Proportion [%] of pupils eligible for PDG grant | 23.4% |
| Date this statement was published | November 2025 |
| Date of which it will be reviewed | May 2026 |
| Statement authorised by | Nikki Dargie |
| PDG Lead | Maria Harris |
| Governor Lead | Anselm Jacobs |

Funding Overview

| Details | Data |
|---|------------|
| PDG funding allocation this academic year | £33,350.00 |
| EYPDG funding allocation this academic year | £4,600.00 |
| Total PDG funding allocation this academic year | £37,950.00 |

Part A: Strategy Plan

Statement of Intent

What are your ultimate objectives for the pupils being supported?

At St. Gabriel's RC Primary, our ultimate objective for the pupils being supported is to foster their holistic development in a nurturing environment, guided by the light of Christ in our hearts. We are committed to exploring the wonders of God's world through an authentic curriculum that embraces the joy and love of learning. It is imperative that our pupils feel safe and secure, enabling them to become confident, enthusiastic, and resilient learners, equipped with self-belief and the aspiration to excel.

We recognise and celebrate the unique strengths of each pupil, facilitating their progress from individual starting points while developing essential key and life skills. By prioritising the wellbeing of our learners, we create a foundation for them to flourish as they explore their place in the wider world. Ultimately, we aim to empower

each child to recognise and appreciate the gifts they have to offer, ensuring that they are well-prepared for future challenges.

How does your current strategy plan work towards achieving those objectives?

Our current strategy plan is designed to achieve specified educational objectives through a comprehensive approach. This strategy plan details our Pupil Development Grant Spend, which underpins our curriculum offer for all our pupils. We take into account the holistic development of each child, focusing on their social and emotional wellbeing alongside academic progress. Furthermore, we are committed to nurturing aspirations for the future, ensuring that our support is tailored to meet the diverse needs of every learner. By aligning our resources and interventions with these core areas, we strive to create an inclusive and empowering educational environment.

What are the key principles of your strategy plan?

The key principles of our strategy plan at St Gabriel's RC Primary focus on delivering high-quality teaching and learning opportunities for all pupils. We operate a staffing model that maximises expertise and ensures effective pedagogy tailored to individual needs. This model supports whole-school approaches to new learning, coupled with essential layers of intervention. These interventions encompass Speech and Language, Communication, and Literacy and Numeracy Skills, further complemented by diverse pastoral support measures. By fostering inclusivity and responsiveness, we aim to create an enriching educational environment that promotes the holistic development of every pupil.

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 |
|--|--|
| All pupils to have made good progress from their starting points with improved attainment | <p>The majority of pupils attain reading and basic numeracy scores within six months of their chronological age.</p> <p>Intervention data must reflect progress and improved attainment, while assessment data should demonstrate a consistent upward trend.</p> <p>Pupils within intervention groups will have the opportunity to close the gap towards achieving the expected level of academic attainment while also developing emotional literacy in accordance with age expectations.</p> |
| All pupils have equal access to all extra-curricular and | <p>All pupils will have the opportunity to engage in extra-curricular and enrichment activities,</p> |

enrichment opportunities through subsidised costs.

Most pupils will have opportunities to develop wider social skills, and a sense of community.

Improved well-being for all pupils, supporting their personal and social skills within their learning.

All staff members will enhance their knowledge, skills, and understanding to effectively support all pupils throughout the school.
(ELSA) targets will be met for the majority of pupils, ensuring that their emotional and social needs are adequately addressed.

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: £36,250.00

| | |
|---|------------|
| PDG funding allocation this academic year | £33,350.00 |
| EYPDG funding allocation this academic year | £4,600.00 |
| Total PDG funding allocation this academic year | £37,950.00 |

| Activity | Evidence that supports this approach |
|---|---|
| Contributions to staff ratios to support lower school pedagogy and high-quality group learning. | Staffing ratio of 1:15 within the lower school significantly enhances the quality of learning experiences for children. This model is further supported by additional small group provisions tailored to individual needs. The Education Endowment Foundation (EEF) reports that such strategies can yield an impact of over four additional months of progress, while remaining a moderate cost. |
| Contributions to staff ratios to support lower school pedagogy, high quality group learning and intervention needed for pupils with FSM. | The Education Endowment Foundation (EEF) cites an impact of four months' progress on average for pupils engaged in such interventions, demonstrating notable benefits at a moderate cost. This highlights the effectiveness of targeted support strategies in enhancing both academic and emotional development. |

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

Budgeted cost: £1,700.00

| Activity | Evidence that supports this approach |
|--|---|
| Physical, emotional and wellbeing focused activities and experiences led by Dragon's Rugby in one focus class per term. | Through targeted coaching, we affirm positive life choices, focusing on both academic and pastoral development. This approach has been substantiated by previous impact assessments from projects conducted in prior academic years, illustrating significant improvements in learner engagement and outcomes. The evidence garnered from these initiatives underlines the vital role of mentorship in shaping the futures of those who face particular challenges. |
| Creativity, emotional and raising aspirations with experiential learning via the medium of music: | Music sessions significantly enhance communication and social skills for all pupils including those who are vulnerable and have ALN. Additionally, these sessions support emotional regulation and offer a non-traditional approach to learning, fostering cognitive and motor skills development. Most pupils will feel a sense of belonging and group identity, crucial for the overall well-being and development of all pupils. |
| Gwent Music to lead a thematic project per half term for each class to progressively develop skills. | EEF - Arts Participation - Moderate impact for very low cost based on moderate evidence, +3 months impact. |

Total budgeted cost: £37,950.00

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG on pupils in the 2024 – 2025 academic year.

Teaching Assistants delivered interventions to our pupils across the school in order for them to make accelerated progress in literacy, numeracy and personal and social development. The interventions enabled many pupils to close the gap with their peers and develop skills progressively with intervention data demonstrating progress over time for all children participating (based from their individual starting point).

Evidence base: ALN Intervention Impact Report for 2024-25.

Pupil progress meetings and professional discussions between all staff effectively identified and determined strategies to close the gap between many groups of learners. *Evidence base: Personalised Assessment Data from Hwb assessments.*

IDP reviews show appropriate steps of progress for nearly all learners with the most complex needs in relation to their specific, personalised targets. *Evidence base: specific pupil case studies.*

Progress data shows small gaps between FSM and non-FSM in all measures. Where gaps are bigger e.g., in specific year groups, further analysis provides a clear narrative as to why.

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 |
|---------------|---|
| ELSA | ELSA LA support – supervision sessions for trained ELSA |
| Joy of Moving | County in the Community |

Further information (optional)

Wherever possible we subsidise the cost of educational visits– either through donations from our generous PTA or from our own school fundraising efforts through our Private Fund.

We undertake a weekly food bank which operates out of school on a Friday. We also have a rack of ‘preloved’ uniform which parents can access at will when need arises.

During the cost pressured Christmas period, St Gabriel’s staff organise and run a Christmas ‘free shop’ to support parents with additional Christmas clothing items, festive decorations and Christmas food treats.