PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details St Gabriel's RC Primary's use of the PDG for the 2026 to 2027 year.

It outlines our strategy, how we intend to spend the funding in the 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	207
Proportion [%] of pupils eligible for PDG grant	18%
Date this statement was published	October 2026
Date of which it will be reviewed	May 2027
Statement authorised by	Nikki Dargie
PDG Lead	Maria Harris
Governor Lead	Andrew Harper

Funding Overview

Details	Data
PDG funding allocation this academic year	£35 650
EYPDG funding allocation this academic year	£5 750
Total PDG funding allocation this academic year	£41 400

Part A: Strategy Plan

Statement of Intent

What are your ultimate objectives for the pupils being supported?

At St Gabriel's RC Primary School, our ultimate objective is to ensure that every pupil, regardless of background or circumstance, is able to flourish academically, socially, emotionally and spiritually. Guided by our faith and inspired by the light of Christ, we are committed to creating a nurturing, inclusive environment where all children feel safe, valued and supported to reach their full potential.

Through a broad, authentic and engaging curriculum, we aim to develop confident, resilient and independent learners who enjoy learning, believe in themselves and aspire to achieve their very best. We recognise and celebrate the unique strengths, talents and needs of every child, providing the support necessary for pupils to make strong progress from their individual starting points. Alongside academic success, we prioritise wellbeing, personal development and the acquisition of essential life skills, enabling pupils to build positive relationships, overcome barriers and contribute positively to their communities. Ultimately, we seek to empower every child to recognise their God-given gifts, embrace opportunities with confidence and leave St Gabriel's well prepared for the next stage of their education and future life.

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

Our strategy plan is designed to ensure that all pupils have equitable access to high-quality learning experiences and the support they need to thrive. Through the effective deployment of our Pupil Development Grant funding, we invest in provision that strengthens teaching and learning, removes barriers to achievement, and promotes the wellbeing of all learners.

The plan takes a holistic approach, recognising that academic success is closely linked to emotional wellbeing, engagement and confidence. We provide targeted support and evidence-informed interventions that are responsive to pupils' individual needs, whilst maintaining a strong focus on high-quality universal provision for every child.

Alongside raising attainment and improving progress, our strategy seeks to develop pupils' resilience, independence and aspirations for the future. By carefully targeting resources, monitoring impact and adapting provision in response to need, we aim to create an inclusive environment where every pupil feels valued, supported and empowered to achieve their full potential.

What are the key principles of your strategy plan?

The key principles of our strategy plan at St Gabriel's RC Primary School are rooted in inclusion, equity and high aspirations for all learners. Central to our approach is the belief that high-quality teaching and learning has the greatest impact on pupil outcomes. We therefore prioritise a staffing model that maximises expertise, strengthens pedagogy and ensures that support is responsive to the needs of individual pupils.

Our strategy is built upon a graduated approach, combining strong universal provision with targeted interventions where additional support is required. These interventions focus on overcoming barriers to learning and include support for speech, language and communication development, literacy and numeracy, as well as social, emotional and pastoral wellbeing.

We are committed to using evidence-informed approaches and deploying resources where they will have the greatest impact. Through careful identification of need, regular monitoring of progress and collaboration with families and external agencies, we strive to ensure that every pupil receives the support required to succeed.

By fostering a nurturing, inclusive and ambitious culture, we aim to develop confident, resilient and independent learners who are equipped to thrive both within school and beyond, fulfilling their God-given potential

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 make good or better progress from their individual starting points, resulting in improved attainment, reduced gaps in achievement, and enhanced wellbeing.	• The majority of pupils achieve outcomes in reading and numeracy that are broadly in line with age-related expectations. • Assessment and progress data demonstrate consistent improvement across key groups of learners. • Targeted interventions secure measurable gains in attainment and accelerate pupil progress. • Gaps between disadvantaged learners and their peers continue to diminish. • Pupils develop the confidence, resilience and emotional literacy needed to engage successfully with learning and achieve their full potential. • Monitoring evidence demonstrates that support and intervention strategies are having a positive impact on both academic outcomes and pupil wellbeing.
All pupils have equitable access to extra-curricular and enrichment opportunities, enabling them to participate fully in the wider life of the school and enhance their personal development.	• All pupils can access enrichment and extra-curricular opportunities regardless of financial circumstances. • Participation rates are high across all pupil groups. • Most pupils develop stronger social skills, confidence and a sense of belonging through enrichment activities. • Monitoring evidence demonstrates equitable participation and positive outcomes in pupil wellbeing and personal development.
Improved wellbeing for all pupils, enabling them to develop the social, emotional and personal skills required to engage successfully in learning, sustain positive relationships, and achieve positive educational outcomes.	• Staff demonstrate increased knowledge, confidence and capability in identifying and responding to pupils' social, emotional and wellbeing needs. • The majority of pupils accessing Nurture and ELSA provision successfully achieve their targeted outcomes and make measurable progress from their individual starting points. • Pupils demonstrate improved emotional regulation, resilience, social skills and engagement in learning. • Monitoring evidence shows a positive impact on pupil wellbeing, participation and readiness to learn.

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: £39 600

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. Interventions include: - Daily readers / one-to-one reading - Phonics support - ELSA (emotional literacy support) - COMit (communication support) - Maths targeted support - SALT (speech and language) - Emotional check-ins - Sensory circuits - Proprioceptive breaks (physical) - Intensive interventions/bucket time	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: £1,800.00

Activity	Evidence that supports this approach
Physical, emotional and wellbeing focused activities and experiences led by County in the Community in two focus classes per term. A wider range of enhanced curriculum workshops are available to pupils through our school link to this programme focusing on the development of healthy body, healthy mind and character formation through anti racism sessions.	This programme is informed by evidence from the Education Endowment Foundation (EEF), which shows that effective social and emotional learning can lead to an average of four months' additional progress, while improving pupils' wellbeing, relationships, self-regulation and resilience. Physical activity approaches also have a positive impact on wellbeing, engagement and academic outcomes. The mentor-led anti-racism workshops align with the principles of the Diversity and Anti-Racist Professional Learning (DARPL) Project, which promotes inclusive school cultures, challenges discrimination and supports pupils to develop empathy, respect and an understanding of diversity. Through structured discussion and reflection, pupils are supported to become responsible, ethical citizens who value equality and inclusion. Collectively, these activities strengthen pupils' physical health, emotional wellbeing, personal development and sense of belonging, supporting improved engagement, attendance and readiness to learn.

Total budgeted cost: £41 400

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG on pupils in the 2025-26 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 2025-26.*

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. By the end of Year 6 the pupils with FSM are within 3% of the cohort data across all three areas.*

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 Summer 2026.*

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. e.g. attendance severely impacted by mental health concerns that result in EBSA.

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
Dragon Sport	Dragon Rugby

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 an ad hoc food bank which operates through donations organised by the SVP charity (St Vincent de Paul). 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.