Annex 1. Pupil Development Grant School Statement template

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.

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	Goytre Fawr Primary School
Number of learners in school	178
Proportion (%) of PDG eligible learners	4%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Chris Jackson
PDG Lead	Alec Mills
Governor Lead	Richard Morgan

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£11,179
Total budget for this academic year	£11,179

Part A: Strategy Plan

Statement of intent

The intent of this plan is to use available funding to reinforce our school vision of 'Aspire, Achieve, Believe' through providing targeted support to those who are eligible to allow them to access our curriculum fully and make the best progress possible.

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
Support the well-being of our most vulnerable learners.	Identified children will have benefited from play therapy sessions, with evidenced improvements in wellbeing.
Address the individual targets of eligible children.	Identified children will have made evidenced progress with specific IDP targets.
Provide academic support to close the gap for eligible children.	Identified children will have made evidenced progress in specific areas interventions have been provided for.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £4498.5

Activity	Evidence that supports this approach
Sensory provision implemented to support the learning of identified pupils, with staff targeting specific IDP targets of individual children.	Professional development from MCC on sensory approaches. Many of the IDP targets relate to social communication and the activities allow for these to be developed. The impact of this last year was significant and staff, pupils and families have requested that this provision continue at our school.

TA released from other duties to lead this provision	
Phonics interventions for identified children	Pupils need to be able to decode accurately, with this being a key strand of Scarborough's Reading Rope. Last year this had a positive impact so 30 minutes a day interventions will continue for identified pupils.
Keep up, catch up interventions in classes	The focus on keep up helps to prevent a cumulative deficit for the children, so they can move in-line with their peers, whilst catch up will help to close any gaps in their learning to date. Where possible, these will be delivered by teachers.

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: £1986.50

Activity	Evidence that supports this approach
Play Therapist working with identified families to share effective strategies to support children (cost included below)	Meta-analyses show that when parents are included in the therapy, the effectiveness is significantly increased. Feedback on this last year was strong so this is something we aim to continue, whilst also exploring the addition of some parent sessions which will be available for those whose children are not accessing the play therapy.
Establishing a parent and toddler forest school group for 2027 intake. Practitioner release time (0.5 days a fortnight= £1986.50)	Building parent-school relationships early is supported by evidence showing it leads to improved academic achievement, better emotional regulation, and a strong foundation for a child's educational journey.

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

Budgeted cost: £4694

Activity	Evidence that supports this approach
Play Therapist working with identified children to support their wellbeing £1824	Play therapy is shown to be effective in managing behavioural issues in school settings. Play therapy has good evidence for improving a child's self-efficacy and reducing fear. There is preliminary evidence supporting play therapy for children who have experienced trauma.
Introduce The Flourish Project to support the wellbeing of pupils. Release costs of £800 for training and on-going costs of TA delivery 0.5 day a week for two terms £2070	The project has been running across schools in Newport and Bristol for a number of years, with several positive impacts noted: it can help young people start to form healthy habits and positive self-talk, which in turn builds resilience. The impact that this project has seen in improving mental wellbeing and self-esteem is significant and their research over the last few years has demonstrated that this could be a valuable addition to our school community.

Total budgeted cost: £**11179**

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
Sensory provision implemented to support the learning of identified pupils, with staff targeting specific IDP targets of individual children.	All pupils within the provision have demonstrated progress with their own individual targets. Parental feedback to the sessions has been positive
Phonics interventions for identified children	Seven children in Year 2 received interventions. Their PSC scores improved by an average of 21 points following two terms of interventions. The supporting qualitative data demonstrating the progress the pupils made with their reading and spelling has shown this approach to be very effective and impactful.
Keep up, catch up interventions in classes	The introduction of these interventions, with teachers leading them in some cases, has seen fewer gaps created in the knowledge and skills of pupils.

Play Therapist working with identified families to share effective strategies to support children.	Family sessions with the play therapist have been very well-received. Feedback has been positive regarding the sessions and strategies shared to support the children at home.
Establishing a parent and toddler forest school group with Community Focused Schools.	A high level of commitment from the designated staff member to on-going training and assessments through previous commitments made this area unviable this academic year. The plan is to establish this in the next academic year when the staff member is no longer supporting the training of other practitioners.
Play Therapist working with identified children to support their wellbeing.	Children receiving sessions have demonstrated increased regulation and reduced incidences of distressed behaviour. They speak positively about the sessions and the impact they have had on them.

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**
N/A	

Further information (optional)
