

St Athan Primary School

Pupil Development Grant (PDG) Plan 2026-2027

Rationale

The Pupil Development Grant will be used strategically to remove barriers to learning and improve outcomes for learners eligible for eFSM, vulnerable learners, learners with ALN, CLA, young carers, EAL learners, Armed Forces families and learners experiencing social, emotional and economic disadvantage.

The school will continue to develop its Community Focused School approach, ensuring all learners feel safe, included, valued and ready to learn whilst maintaining high expectations for academic achievement and wellbeing.

Target 1 Improve literacy standards, particularly reading and writing, for vulnerable learners whilst raising aspirations, expectations and ensuring all learners feel safe, regulated and ready to learn.								
LA Local/ National Priority Raising Standards in Literacy and Equity. Wales: Raising Standards, Literacy and Numeracy, Curriculum for Wales, Equity in Education, Tackling the Impact of Poverty, Attendance and Belonging, Anti-racist Wales, ALN Reform, Community Focused Schools.								
LA Local/ National Priority Community Focused Schools.	PDG Area of Focus	Key Actions	Lead Responsibility	Timescale	Monitoring	Developmental / Collaborative / Sustainable Links	Funding	Additional Notes / Intended Impact
Improving Outcomes and Equity Reading	Understanding Poverty, Food and Hunger, Curriculum Access	Further improve literacy, particularly reading and writing skills of vulnerable learners through targeted intervention programmes, small group teaching, quality first teaching and	Headteacher, Deputy Headteacher, Literacy Lead	Sept 2026	Ongoing	Half-termly pupil progress meetings, book scrutiny, lesson observations, literacy data, learner voice	PDG	Improved reading and writing outcomes for identified learners.

		enhanced classroom provision.						
Improving Outcomes and Equity	Curriculum Access	Develop a whole-school culture of high expectations and aspiration for all learners and families, particularly vulnerable groups.	SLT	Ongoing	Learning walks, pupil progress reviews	Developmental: Staff training and coaching improves pedagogy. Collaborative: Cluster working and CSC support. Sustainable: Embedded within school improvement processes.	PDG	Increased learner confidence and engagement.
Literacy Improvement	Reading and Writing	Provide diverse, engaging and inclusive reading resources, intervention materials and writing opportunities to meet learners' needs.	Literacy Lead	Ongoing	Resource audits and impact reviews	Sustainable through integration into curriculum planning.	PDG	Improved engagement with reading and writing.
Wellbeing and Readiness to Learn	Food and Hunger	Ensure all learners are ready to learn through access to Breakfast Club, Bottomless Fruit Bowl, healthy snacks, emotional regulation support and wellbeing provision.	SLT, Wellbeing Lead	Ongoing	Attendance data, wellbeing surveys, learner voice	Sustainable through integration with Community Focused School provision.	PDG	Learners feel safe, fed, clothed and ready to engage in learning.
Inclusion	ALN and Vulnerable Learners	Ensure planning reflects identified literacy gaps through baseline assessments, pupil progress tracking and targeted support.	Class Teachers, ALNCo	Ongoing	Data analysis and progress reviews	Developmental through staff collaboration and shared planning.	PDG	Learners make progress from individual starting points.

Intended Impact

- Accelerated progress in reading and writing for vulnerable learners, evidenced through improved assessment outcomes, reading ages and teacher assessment.
- A measurable reduction in the attainment gap between vulnerable learners and their peers.
- Increased learner confidence, resilience and independence when engaging with reading and writing across the curriculum.
- Improved attendance, engagement and readiness to learn, enabling learners to participate fully in classroom learning.

- High-quality, inclusive classroom practice consistently meets the needs of vulnerable learners, ensuring equitable access to the curriculum.
- Learners demonstrate higher aspirations, positive attitudes to learning and sustained progress from their individual starting points.
- Improved reading ages and writing outcomes for vulnerable learners.
- Increased learner confidence and engagement in literacy.
- All learners experience high expectations and equitable opportunities to succeed.

Target 2
Improve community involvement and strengthen Community Focused School provision to support vulnerable learners and families, breaking down barriers to learning through practical support, family learning and community engagement.

LA Local/ National Priority
Community Focused Schools Strategy, Family Engagement, Early Help and Prevention. **Wales:** Community Focused Schools, Tackling the Impact of Poverty, Equity and Inclusion, Wellbeing, Family Engagement, Cymraeg 2050, Attendance Improvement.

LA Local/ National Priority , Attendance Improvement.	PDG Area of Focus	Key Actions	Lead Responsibility	Timescale	Monitoring	Developmental / Collaborative / Sustainable Links	Funding	Additional Notes / Intended Impact
Community Focused Schools	Understanding Poverty	Further develop the newly established community space as a hub for learners and families. The Community Cwtch. Launch role of Family Engagement Lead	Headteacher, CFS Lead	Sept 2026	Ongoing	Parent feedback, attendance data, community engagement records	PDG FEO Grant funding	Increased access to support services.
Family Engagement	Home-School Relationships	Continue development of St Athan Stores, providing food parcels, school uniform, clothing, hygiene products and essential items.	CFS Lead	Ongoing	Usage records and family feedback	Sustainable through community partnerships and donations.	PDG	Reduced financial barriers affecting attendance and participation.
Family Support	Understanding Poverty	Further develop Swap Shop, uniform exchange and access to washing facilities and	CFS Lead	Ongoing	Family engagement records	Sustainable through school-community partnerships.	PDG	Improved dignity, wellbeing

		personal care resources.						and attendance.
Parental Engagement	Home-School Relationships	Deliver workshops for parents including literacy, reading, behaviour support, wellbeing, parenting skills, EAL support and curriculum understanding.	Family Engagement Officer, Literacy Lead	Termly	Attendance and evaluations	Collaborative through FFAL, TAC Team and external agencies.	PDG FEO Grant funding	Increased parental confidence in supporting learning.
Family Learning Developing Reading	Curriculum Engagement	Develop Reading Cafés, Writing Workshops, Maths Cafés and curriculum events to strengthen home-school relationships.	Literacy Lead, Numeracy Lead	Ongoing	Participation rates and feedback	Sustainable through annual programme.	PDG	Improved engagement in children's learning.
Inclusion and Equity	Vulnerable Groups	Continue targeted support for Armed Forces families, Afghanistan Resettlement families, CLA learners, EAL learners, Young Carers and ALN families.	Headteacher, ALNCo, CFS Lead	Ongoing	Family engagement records	Collaborative with external agencies and support services.	PDG	Improved inclusion and family wellbeing.
Inclusion and Equity	Vulnerable Groups	To support all families and learners enabling them to participate and succeed in all school has to offer. Ensuring all have a voice. To ensure all pupils have access to breakfast club, snack and school lunches	HT/Govs CFS lead Maths lead LLC lead	Sustainable- from school budget and School fund raising – the support ensures no pupils are excluded from the full school experience and executed in a way that does not cause a stigma to any families.	HT Business Manger Wellbeing lead	Sustainable- from school budget and School fund raising – the support ensures no pupils are excluded from the full school experience and executed in a way that does not cause a stigma to any families.	School Budget Grant Funds	Removing barriers to support equality Increased participation in after school clubs and events Improved relationships with parents,

								with families feeling more supported.
Intended Impact - Increased parental engagement in school life, family learning opportunities and decision-making. - Families access timely practical and emotional support, reducing barriers associated with poverty and improving wellbeing. - Improved attendance, punctuality and learner engagement as a result of strengthened family support. - Increased participation of vulnerable learners in enrichment activities, educational visits, after-school clubs and wider school experiences. - Families report increased confidence in supporting learning, wellbeing and attendance at home. - Strong, sustainable partnerships with community organisations and external agencies enhance outcomes for learners and families. - The Community Cwtch becomes an established, valued hub that promotes inclusion, belonging and early intervention. - Improved relationships between school and families. - Reduced barriers linked to poverty. - Increased participation in after-school clubs, visits and enrichment opportunities.								
Target 3 Improve provision and opportunities for learners with complex needs, including social, emotional and mental health needs, ensuring effective support for learners and their families.								
LA Local/ National Priority Inclusion, ALN Transformation Programme, Emotional Health and Wellbeing, Early Intervention. Wales: ALN Act, Mental Health and Wellbeing Framework, Trauma-Informed Wales, Equity, Attendance, Learner Wellbeing, Curriculum for Wales, Whole School Approach to Emotional and Mental Wellbeing								
LA Local/ National Priority	PDG Area of Focus	Key Actions	Lead Responsibility	Timescale	Monitoring	Developmental / Collaborative / Sustainable Links	Funding	Additional Notes / Intended Impact
Inclusion and Wellbeing	Early Identification and Intervention	Continue to develop The Hive and The Den as specialist internal provisions for learners with complex social, emotional and	Headteacher, ALNCo Support Staff	Sept 2026	Ongoing	Provision reviews, learner progress data, Vale Developmental Profile	PDG	Increased access to personalised support.

		behavioural needs as regulation spaces at times of dysregulation with supported staff						
Wellbeing	Social and Emotional Support	Provide daily nurture opportunities, emotional regulation support and bespoke timetables for identified learners, where necessary.	ALNCo, Wellbeing Lead	Ongoing	Behaviour and wellbeing data	Developmental through staff expertise and training.	PDG	Improved emotional regulation and resilience.
ALN and Inclusion	Personalised Learning	Ensure IDPs are used effectively to inform provision, interventions and learning opportunities. Use of ALN surgeries for staff and parents/carers and ALN parental consultations	ALNCo	Ongoing	IDP reviews and pupil progress meetings	Sustainable through whole-school ALN systems.	PDG	Improved learner outcomes and engagement.
Professional Learning	Building Capacity	Continue training for LSAs and teachers in trauma-informed practice, emotional regulation, behaviour support and inclusive teaching approaches.	Headteacher, ALNCo	Ongoing	Professional learning evaluations	Developmental through increased staff expertise. Collaborative through TAC Team and specialist services.	PDG	Increased staff confidence and consistency.
Family Support	Home-School Relationships	Strengthen communication between provision staff, class teachers and families to ensure joined-up support. Staff more visible to families and carers. Visible on the gate with HT	ALNCo, Family Engagement Officer	Ongoing	Family feedback and review meetings	Sustainable through established systems and routines.	PDG	Improved consistency between home and school.

Inclusion and Participation	Equity and Opportunity	Ensure learners with complex needs access enrichment activities, leadership opportunities, clubs and educational visits.	SLT	Ongoing	Participation data and learner voice	Sustainable through inclusive school planning.	PDG	Increased belonging and participation in school life.
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Intended Impact

- Learners with complex needs demonstrate improved emotional regulation, resilience and wellbeing, enabling increased access to learning.
- Increased progress towards individual learning, wellbeing and developmental targets, evidenced through IDP reviews and progress tracking.
- Improved attendance, engagement and participation in learning for learners requiring additional support.
- Greater inclusion, independence and participation in all aspects of school life, including leadership opportunities, enrichment activities and educational visits.
- Staff consistently apply trauma-informed and inclusive practices, resulting in high-quality, personalised support across the school.
- Families report improved communication, confidence and partnership with the school, leading to more consistent support between home and school.
- The Hive and The Den provide effective early intervention, reducing barriers to learning and enabling learners to successfully access mainstream classroom experiences wherever appropriate
- Improved wellbeing and emotional health of targeted learners.
- Learners able to regulate emotions and access learning for longer periods.
- Improved progress against individual targets and developmental baselines.
- Increased staff confidence and consistency in supporting complex needs.
- Enhanced inclusion and participation across all aspects of school life.

Total PDG Allocation

PDG Allocation: £72,450

Additional CLA PDG: £2,189 (NOT YET RECEIVED BASED ON LAST YEARS ALLOCATION

CLA learners will be supported across all three priorities through targeted intervention, wellbeing support, ELSA provision, family engagement and personalised learning approaches.

Overall Success Criteria

- Improved reading and writing outcomes for vulnerable learners.
- Reduced attainment gap for disadvantaged learners.
- Improved attendance and engagement.
- Increased parental participation and community involvement.
- Improved wellbeing and emotional regulation.
- Effective support systems in place for learners with complex needs.
- All learners feel safe, valued, included and ready to learn.

