

WHITESTONE PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT 2026-27



This statement details our school's use of the PDG for the 2025 to 2026 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 |
|---------------------------------------|---------------------------|
| School name | Whitestone Primary School |
| Number of pupils in school | 114 |
| Proportion (%) of PDG eligible pupils | 31% |
| Date this statement was published | June 2026 |
| Date on which it will be reviewed | March 2027 |
| Statement authorised by | Bethan Peterson |
| PDG Lead | Bethan Peterson |
| Governor Lead | Gareth Ford |

Funding Overview

| Detail | Amount |
|--|----------------|
| PDG funding allocation this academic year (eFSM) | £32,571 |
| Early Years | |
| Smoothing Fund | |
| Split Smoothing fund | |
| Total budget for this academic year | £32,571 |

Part A: Strategy Plan

Statement of Intent

- The funding will be used to ensure that identified learners achieve good levels of attendance, achieve their full potential in relation to their peers and receive high quality support alongside their families to achieve this.

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 |
|---|---|
| To improve outcomes, particularly in literacy and numeracy and digital competency, for pupils who are eligible for free schools through flexible and targeted interventions | <ul style="list-style-type: none"> • Pupils supported and challenged through effective differentiation and adult support • Ensure appropriate resources are available to identified pupils • Pupil progress is tracked and monitored to ensure progress is maximised • Most identified learners are making expected or above expected progress from their starting points in literacy and numeracy. |
| Improved attendance (in line with national average) and punctuality of disadvantaged learners Improved engagement of targeted learners | <ul style="list-style-type: none"> • The attendance of most identified pupils is in line with their peers. • Most identified learners are making expected or above expected progress from their starting points. |
| To reduce the impact of disadvantage on pupil outcomes and to engage with the families of our most vulnerable learners Improved engagement of targeted vulnerable families | <ul style="list-style-type: none"> • Use RADY principles to ensure that pupils from disadvantaged background have equitable access to all school activities and resources • RADY lead will ensure the school considers ways to effectively 'Poverty Proof' the school day for all pupils • Increased engagement of families in school and community events |

Activity in this academic year

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

| |
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| <p>As a school we have agreed to:</p> <ul style="list-style-type: none"> ✓ Identify groups of learners and monitor and track their progress in spelling, reading, numeracy and well-being termly ✓ Plan effective and targeted interventions to meet the needs of these learners and their families |
|---|

- ✓ Use a range of assessment techniques and methods to identify monitor and track pupil progress and outcomes
- ✓ Member of senior staff to lead on Raising Achievement for Disadvantaged Youngsters (RADY)
- ✓ Appoint a member of staff to liaise with families in a sensitive and approachable manner
- ✓ ELSA trained TA to support identified learners
- ✓ Keep school activities under review to ensure that all pupils have equity of access to all aspects of school life
- ✓ Ensure that pupils and families are well supported on entry to school to ensure they have the right information and resources to succeed
- ✓ Provide targeted and high quality training for school staff, regarding the progression of literacy, numeracy through all areas of learning and experience
- ✓ Use a range of assessment approaches to identify barriers to learning and monitor the impact of intervention.
- ✓ Identify eFSM learners and identify support needed to ensure they reach their potential
- ✓ Deliver intervention programs appropriate to the identified needs of learners across all phases
- ✓ Supplement educational trips and school uniform for eFSM families or those in need of additional financial support where appropriate

Learning and Teaching

Budgeted cost: £ 22683

| Activity | Evidence that supports this approach |
|--|---|
| <i>Ensure additional and high level of staffing within every class to target eligible pupils for support</i> | <ul style="list-style-type: none"> • Pupils supported and challenged through effective differentiation and adult support • Ensure appropriate resources are available to identified pupils • Pupil progress is tracked and monitored to ensure progress is maximised • Most identified learners are making expected or above expected progress from their starting points in literacy and numeracy. |
| <i>Purchase White Rose Maths to supplement existing numeracy resources</i> | <ul style="list-style-type: none"> • Teachers planning • Pupil work and levels of understanding |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Pupil application of numeracy skills across the curriculum |
| <i>Embed Talk 4 Writing approach and develop Alan Peat sentence structures to extend pupils writing</i> | <ul style="list-style-type: none"> • Pupil development in extended writing |
| <i>Use of Writing SHedto support identified pupils reading development</i> | <ul style="list-style-type: none"> • Pupils able to access a wide range of reading materials to support reading development |

Community Schools

Budgeted cost: £ 6552

| Activity | Evidence that supports this approach |
|---|--|
| <i>Family Liaison Officer</i> | <ul style="list-style-type: none"> • Improved pupil attendance • Improved pupil punctuality |
| <i>ELSA trained TA to support emotional literacy of identified learners</i> | <ul style="list-style-type: none"> • Emotional literacy support assistant (ELSA) intervention: medium-term impact on pupils' emotional literacy in one local authority in Wales |

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

Budgeted cost: £ 3336

| Activity | Evidence that supports this approach |
|-------------------------------------|--|
| <i>Continue use of online Moody</i> | <ul style="list-style-type: none"> • Online check-in tool where appropriate |

| | |
|----------------------------------|---|
| <i>system for daily check-in</i> | allows staff to monitor pupil wellbeing |
| <i>Purchase SUMDOG Maths</i> | <ul style="list-style-type: none"> • Pupils access online maths challenges providing valuable progress data. • Increased progression in numeracy skills |

Total budgeted cost: £ 32,571

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.

- 80% e-fsm pupils made expected or above expected progress from their starting points in line with their peers.
- All eligible pupils who required supported from the ALNCO received it.
- All families who required support from the Well-being and Pastoral Team received it.
- All eligible pupils who required emotional support received it from the dedicated well-being team.

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 |
|---|-------------------|
| Raising the Achievement of Disadvantaged Youngsters RADY- | Deputy Head leads |
| Spelling Shed | EdShed |
| Sumdog Maths | |