

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.

School Overview

Detail	Data
School name	Padre Pio RC Primary
Number of learners in school	183
Proportion (%) of PDG eligible learners	28.18%
Date this statement was published	September 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Nikki Dargie (SIP)
PDG Lead	Nicola McGinty (AHT)
Governor Lead	Ceri Thomas (Chair)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£45,873
EYPDG	£3,450
Total PDG budget for this academic year	£49,323

Part A: Strategy Plan

Statement of intent

Padre Pio Catholic Primary School is dedicated to eliminating barriers to learning so that every pupil—with an explicit focus on e-FSM, and other vulnerable learners—reaches their full potential. Through targeted support and high-ambition provision, we accelerate progress in literacy and numeracy while driving sustainable improvements in attendance, engagement, and emotional well-being. PDG funding will be used to strengthen teaching and targeted interventions in

Literacy and Languages skills, Mathematics and Numeracy and well-being programmes. We will also work with families and external agencies to improve attendance and reduce persistent absenteeism, and ensure every pupil is supported to thrive academically, socially, and emotionally.

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
Pupil's individual needs in mathematics and numeracy are met through high-quality teaching and learning opportunities, enabling adults engaging effectively, either on a whole class level or through small, targeted intervention groups.	- Nearly all pupils make good progress in developing their maths and numeracy skills from their starting point. - All pupils demonstrate increased confidence when engaged in more challenging learning opportunities.
Pupil's individual needs in literacy are met through high-quality teaching and learning opportunities, enabling adults engaging effectively, either on a whole class level or through small, targeted intervention groups.	- Nearly all pupils make good progress in developing their literacy skills from their starting point. - All pupils demonstrate increased confidence when engaged in more challenging learning opportunities.
Improved school attendance and punctuality for all pupils.	There is a reduction of at least 1% in the gap between e-FSM and non-FSM attendance levels and a 1% improvement in attendance for persistent absentees. In addition, we see a 0.5% improvement in attendance for pupils previously flagged for late arrival after the register closes.
Pupils access educational experiences without poverty acting as a barrier, e.g., Gwent Music and swimming.	- Nearly all pupils have a positive experience of school through the provision of a broad and varied curriculum that caters for the needs of nearly all learners. - Nearly all pupils demonstrate increased confidence and

	recognise the importance of healthy lifestyles. Nearly all learners engage in and enjoy the experience of learning to play a musical instrument and have the confidence to participate in a performance to an audience.
Wellbeing is improved, identified pupils are better at managing their emotions.	- The well-being needs of identified learners are identified and supported in a timely manner. - Nearly all pupils know that they can talk to trusted adults at school when/if needed. - Pupil surveys reflect improved wellbeing and pupil attitudes towards learning. - High levels of pupil engagement and interest in learning ensure that time is maximized and low-level classroom disruption is minimized. As a result, learners—particularly e-FSM and vulnerable pupils—demonstrate increased resilience, sustain focus during core literacy and numeracy tasks, and make consistent, measurable academic progress.

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: £29,000

Activity	Evidence that supports this approach
Bespoke TA support to provide intervention programmes for improving mathematics and the	- Additional classroom support through teaching assistants includes identified e-FSM and other vulnerable learners. - EEF – Moderate impact for low cost based on moderate evidence.

application of numeracy skills.	• Outcomes and learner evidence 25-26, reflects a reduction in the number of e-FSM and vulnerable learners below 85+ in teacher and personalised assessments. • Half termly pupil progress meetings between class teachers and SLT and teacher tracking data, show progress over time for targeted pupils.
Bespoke TA support to provide intervention programmes for improving phonological awareness (1:1 and small group RWI)	• Half termly pupil progress meetings between class teachers and SLT and teacher tracking data show progress over time for targeted pupils in phonological development and reading (Reception to year 3). • Tracking data for reading ages show many targeted pupils improve over time, linked to specific targets for reading. • Analysis of groups by teaching assistants reflects success to small groups of pupils. • EEF – Phonics – High impact for very low cost based on very extensive evidence.

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: £6,323

Activity	Evidence that supports this approach
Headteacher and School Support Officer analyse attendance fortnightly of eFSM and other vulnerable groups, meeting with families where attendance drops below identified target.	Approaches taken in 2025/26 illustrate improvement for many e-FSM and vulnerable pupils where good relationships with families have developed. EEF – Parental engagement – Moderate impact for very low cost based on extensive evidence. Parental engagement has a positive impact on average of 4 months' additional progress. Knowledge and prior experience reflect that the personalised approach of engaging with parents and carers reduces the potential for widening attainment gaps.
Throughout the year, parents / carers will be invited to a range of workshops relating to: health and well-being; literacy and numeracy, and "Stay and Play" together	Increased parental engagement across the school Parental engagement has a positive impact on average of 4 months' additional progress. Knowledge and prior experience reflect that the personalised approach of engaging with parents and carers reduces the potential for widening attainment gaps.

(Each class teacher and Teaching Assistants will plan individual events to meet the needs of pupils/parents) Provide targeted advice, workshops, and direct guidance for families to support home learning and drive improved school attendance.	
--	--

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach
Musical instrument lessons for all classes for 10 weeks, resulting in a final performance. Physical based activities for at least half a term for all classes. Year 5 pupils to take part in weekly swimming lessons for 2 terms (Spring and Summer)	EEF – Arts participation. Arts participation approaches can have a moderate (+3 months) positive impact on academic outcomes in other areas of the curriculum. Pupil voice has indicated that nearly all pupils have enjoyed participating in the activities and felt that they have benefitted from them. All staff feel that nearly all pupils engaged appropriately, developed new skills and built their personal confidence and skills to teach musical-based activities. Pupil voice has indicated that nearly all pupils have enjoyed participating in the activities and felt that they have benefitted from them. All staff feel that nearly all pupils engaged appropriately, developed new skills and built their confidence and skills to teach a range of physical activities.
TA's and HLTA to work directly with pupils to improve engagement with learning and support emotional wellbeing, using the most suitable programme, e.g., ELSA, Elklan,	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.

Talkabout and Rainbows.	
-------------------------	--

Total budgeted cost: £49,323

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 2025 to 2026 academic year.

Activity	Impact
Small group interventions to support pupils' literacy and numeracy development, e.g., Fresh Start, RWI and White Rose Maths.	Results from recent personalised assessments carried out indicate that in reading 87% of pupils are achieving at or above their expected level and in numeracy, 85% of pupils achieved this. Over 90% of the pupils targeted through support, made progress from their starting point.
Vulnerable pupils are identified and supported via a range of programmes, e.g., ELSA, Talkabout and Rainbows.	All pupils involved in the programmes feel they have benefitted from them. Nearly all pupils expressed that they are now empowered to cope in a more positive and productive manner both at home and at school. Feedback from families has also been positive; nearly all parents have witnessed a growth in self-esteem, social skills and resilience. 100% of pupils and parents of pupils who participated in ELSA programme stated they felt the programme was beneficial to them and supported their ability to regulate their emotions. All pupils felt the programme should be available to other pupils.
All staff implement the Cluster AfL toolkit to support the development of pupils' metacognitive regulation (at stage appropriate level), to enable them to monitor, plan and evaluate their own learning.	There is emerging impact of specific strategies having a positive impact on pupils' written outcomes. Many pupils are able to talk positively about the AfL toolkit strategies and use it to orally comment on how they feel they are progressing. Many pupils are starting to use the strategies to identify their next steps for learning.
Physical based activities for all pupils run in partnership with Newport County and creative based activities run in	All staff indicated that nearly all pupils responded positively to the experiences provided by Newport County and Gwent Music and saw 100% participation during the performances to families. During recent survey to parents/families, all families felt that their

partnership with Gwent Music.	child benefitted from and enjoyed these activities and experiences. Furthermore, all staff feel they have upskilled their ability to deliver a wider range of physical and creative based activities, after working in partnership with the outside agencies.
-------------------------------	---

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
Newport County in the Community	Newport County
Music Projects	Gwent Music