Brackla Primary School Pupil Development Grant (PDG) Strategy Statement

*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	Brackla Primary School
Number of pupils in school	345
Proportion (%) of PDG eligible pupils	21.4%
Date this statement was published	June 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Ms Alsion Jenner (Improvement Partner)
PDG Lead	Mrs Kathryn John (Headteacher)
Governor Lead	Mrs Emma Lewis

Funding Overview

Detail	Amount
Local Authority Equity Grant	£108,025
Total budget for this academic year	£108,025

Part A: Strategy Plan

Statement of Intent

Schools in Wales receive a grant from the Welsh Government specifically for reducing the impact of poverty on educational achievement. In Brackla Primary School, we aim to make the best use of this funding to implement sustainable strategies that will impact on pupils eligible for free school meals.

As a school, we have outlined core areas to be targeted which are supported by research and include:

- **Family engagement** - To develop strategies that further engage the family and community including those that support parent/carer involvement in their child's learning.
- **Learning and teaching** - To secure effective identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress.

- **Social and emotional learning** - To develop personal support and intervention to meet pupils' needs, removing any barriers to learning and improve wellbeing and readiness to learn.
- **Enrichment and experience** - To provide access to high quality learning experiences and enrichment activities, with the removal of financial barriers to participation.

Intended Outcomes

Intended outcome	Success criteria
To further develop the role of the Family Engagement Officer (FEO) and increase parent/carer involvement in pupil learning.	• Increased targeted support at specific families. • Increased number of workshops provided to assist families with supporting their children with their learning. • An increase in the support targeted families receive in engaging with the school in all areas of school life. • Family interventions are managed effectively and pupils tracked closely. • A broader range of outside agencies to be explored by the FEO to enable families to access the support they require. • Attendance and punctuality will be targeted by the FEO regularly resulting in an increased understanding of the relationship between attendance and school success.
To develop targeted support within the classroom for identified pupils.	• High quality support is provided for identified individuals or groups of pupils. • Termly reviews are undertaken with key staff and have a clear focus on pupil progress.
To support pupil wellbeing through a variety of strategies and approaches appropriate to individual needs.	• Identified individuals and groups of pupils will be identified and have personalised programmes to support them with managing their feelings. • Pupils' social and emotional growth is supported by developing positive relationships. • Strategies and activities are put in place ensuring pupils develop the skills needed to respond to their feelings appropriately.
To provide a wide range of enrichment and opportunities to enhance and broaden pupils' experiences.	• All children have equal opportunities to experience a wide range of enrichment opportunities through the weekly BOOST programme. • Enrichment opportunities promote a wide range of skill development.

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: **£69,150**

Activity	Evidence that supports this approach
Undertake a broad range of assessments to identify areas for development.	Sutton Trust Education Endowment Foundation
Provide targeted support for identified pupils as agreed.	Sutton Trust Education Endowment Foundation
Explore ways to record the progress of support/programmes.	Sutton Trust Education Endowment Foundation
Monitor the effectiveness of the targeted support in place and its impact on pupils through regular progress reviews.	Sutton Trust Education Endowment Foundation
To further develop the roles of the PDG funded Learning Support Officers (LSOs) in each progression step.	Sutton Trust Education Endowment Foundation

Community Schools
Budgeted cost: **£28,000**

Activity	Evidence that supports this approach
Continue to employ a Family Engagement Officer for 26.5 hours per week	Sutton Trust research Education Endowment Foundation
Provide professional development opportunities to develop the FEO's role in supporting families.	Sutton Trust research Education Endowment Foundation
Design an overview/timetable of workshops/activities to take place during the year taking on board feedback from a variety of stakeholders.	Sutton Trust research Education Endowment Foundation
Further develop links with families on keeping them informed on what and how their children are learning and how they can best support them.	Sutton Trust research Education Endowment Foundation
Develop a FEO forum for schools across Bridgend to share best practice.	Sutton Trust research Education Endowment Foundation
Work with the cluster Equity Leads on developing support for eFSM families.	Sutton Trust research Education Endowment Foundation

Wider strategies
Budgeted cost: **£10,875**

Activity	Evidence that supports this approach
To continue to utilise Thrive as a tool to support happy, healthy and confident pupils who are ready to learn.	Sutton Trust research Education Endowment Foundation Thrive Schools
To further develop the BOOST enrichment programme to enhance learning opportunities and experiences for all pupils.	Sutton Trust research Education Endowment Foundation

Total budgeted cost: £114,861

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.

Impact 2025-2026
Learning and Teaching (Targeted Support for eFSM Pupils) • **High-Quality Interventions:** PDG funding sustained tailored interventions including Lexia, Smart Moves, precision teaching, and Speech and Language support (Speech Links, Language Links, Wellcomm). Strategic deployment of LSOs in each progression step ensured continuous classroom support. • **eFSM Progress Outcomes:** Termly pupil progress reviews focused specifically on eFSM pupils demonstrated that most made secure progress from their starting points, with many leaving school with reading ages above their chronological age. • **Shift to Adaptive Teaching :** In collaboration with the Central South Consortium (CSC) and the Brynteg Cluster, classroom provision for eFSM pupils was further developed through Adaptive Teaching (scaffolding, scale, structure, style) following professional learning in February 2026. This ensured high expectations and academic challenge were maintained for all eFSM learners. • **SDP Accountability:** eFSM-specific priorities were directly embedded within individual School Development Plans (SDPs) to drive whole-school accountability, backed by half-termly pupil progress reviews and data monitoring. **Community Schools & Family Engagement** • **Family Engagement Officer (FEO) Role:** The FEO was consistently identified as a major asset in building trust, delivering parenting programmes, fitness sessions, and Family Thrive workshops. • **Multi-Agency & Crisis Support:** Through active signposting, **80% of all referrals to Early Help and Winston's Wish were for eFSM families**. The utilisation of 'The Pod' provided a dedicated space for multi-agency drop-ins and family support services.

- **Addressing Food Insecurity:** 'The Pantri', operating in partnership with FareShare, Co-Op, and Sainsbury's, was accessed weekly by an increasing number of families.
- **Proactive Direct Outreach***:* Staff moved from generic communications to direct, personal contact with specific targeted eFSM families to encourage attendance at workshops and school events.

Brynteg Cluster Transition & Shared Progression Plan

- **Cluster Equity Leadership:** Cluster Equity Leads established targeted actions specifically for eFSM pupils. Initial audits tracked eFSM participation in pupil voice groups and extra-curricular provision to guarantee equitable representation.
- **Targeted Transition and Dyfodol Provision:** 'Team around Brynteg' meetings and specialized Dyfodol provision enabled primary and secondary leads to share key data and support vulnerable Year 6 eFSM pupils transitioning to Brynteg Comprehensive.
- **Baseline Assessments and Progression Step 3 Milestones:** Nursery and Reception baseline assessments were implemented across cluster primary schools to identify early learning needs. Cluster leads also established 7 non-negotiable core mathematical skills to align expectations between Year 6 and Year 7.
- **Leadership Networks:** The Deputy Headteacher network prioritized attendance and the progress of vulnerable/eFSM learners (exploring home factors such as sleep, nutrition, and parent workshops), while the ALNCO network shared universal provision strategies and IDP practice.

Wider Strategies (Wellbeing, Enrichment & Poverty Relief)

- **Social and Emotional Wellbeing:** Personalised Thrive programmes supported pupils with complex emotional needs, while whole-school Thrive Time and Barod morning nurture sessions ensured pupils were ready to learn.
- **Equitable Enrichment (BOOST):** Delivered on a weekly cycle, the BOOST programme ensured all pupils engaged in enriching activities across sports, languages, outdoor learning, digital skills, and expressive arts.
- **100% Subsidised Off-Site Visits (BOOST):** The school fully covered all costs for Years 1–6 off-site visits, removing financial barriers for eFSM families.
- **Practical Cost of Living Relief:** Mitigating the impact of poverty remained a core priority through practical initiatives including uniform recycling mornings, the Brackla Super Savers credit union scheme, the pupil-led Snack Shack, 'cost of the school day' audits, and regular cost of living newsletters.