

## 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	334
Proportion (%) of PDG eligible pupils	22%
Date this statement was published	June 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Mr Darren Jones (Improvement Partner)
PDG Lead	Mrs Kathryn John (Headteacher)
Governor Lead	Mrs Jo Czajkowski

### **Funding Overview**

Detail	Amount
Local Authority Equity Grant	£114,861
<b>Total budget for this academic year</b>	£114,861

### **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/carers 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/carers involvement in pupil learning.	<ul style="list-style-type: none"> <li>• Increased targeted support at specific families.</li> <li>• Increased number of workshops provided to assist families with supporting their children with their learning.</li> <li>• An increase in the support targeted families receive in engaging with the school in all areas of school life.</li> <li>• Family interventions are managed effectively and pupils tracked closely.</li> <li>• A broader range of outside agencies to be explored by the FEO to enable families to access the support they require.</li> <li>• Attendance and punctuality will be targeted by the FEO regularly resulting in an increased understanding of the relationship between attendance and school success.</li> </ul>
To develop targeted support within the classroom for identified pupils.	<ul style="list-style-type: none"> <li>• High quality support is provided for identified individuals or groups of pupils.</li> <li>• Termly reviews are undertaken with key staff and have a clear focus on pupil progress.</li> </ul>
To support pupil wellbeing through a variety of strategies and approaches appropriate to individual needs.	<ul style="list-style-type: none"> <li>• Identified individuals and groups of pupils will be identified and have personalised programmes to support them with managing their feelings.</li> <li>• Pupils' social and emotional growth is supported by developing positive relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>Strategies and activities are put in place ensuring pupils develop the skills needed to respond to their feelings appropriately.</li> </ul>
To provide a wide range of enrichment and opportunities to enhance and broaden pupils' experiences.	<ul style="list-style-type: none"> <li>All children have equal opportunities to experience a wide range of enrichment opportunities through the weekly BOOST programme.</li> <li>Enrichment opportunities promote a wide range of skill development.</li> </ul>

### 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: **£71,150**

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: **£30,000**

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

### **Wider strategies**

Budgeted cost: **£13,711**

<b>Activity</b>	<b>Evidence that supports this approach</b>
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 2024 to 2025 academic year.

<b>Impact 2024-2025</b>
<p><b>Wider Strategies (Social and emotional wellbeing)</b></p> <p>The implementation of personalised Thrive programmes for identified pupils has had a measurable impact on their ability to manage emotions and build resilience. Weekly whole school Thrive Time ensures that all pupils engage in structured activities that promote emotional literacy and self-regulation. Targeted 1:1 Thrive sessions have proven highly effective in supporting pupils with more complex needs.</p>

The Barod morning sessions provide a nurturing start to the day for pupils who require additional support to be ready to learn, contributing to improved engagement and readiness across the school. The BOOST enrichment programme, which includes a diverse range of activities such as languages, music, crafts, sports, and community engagement, has significantly enhanced both pupil and staff wellbeing. Outdoor learning, a recognised strength of the school, continues to foster perseverance and resilience, particularly through the lunchtime outdoor learning club.

### **Wider Strategies (Targeted Support):**

High quality, targeted interventions are in place to support pupils' physical, academic, and emotional development. Programmes such as Smart Moves, Lexia, precision teaching, and Speech and Language support (Speech Links, Language Links, Wellcomm) ensure that pupils receive tailored support to meet their individual needs.

Termly pupil progress reviews with a focus on eFSM pupils ensure that progress is closely monitored and interventions are responsive. Most eFSM pupils make secure progress from their starting points, with many leaving school with reading ages above their chronological age. Increasing numbers of eFSM pupils are accessing a wide range of extra-curricular activities, contributing to improved confidence and engagement.

### **Community Schools (Family Engagement):**

Family engagement is an integral part of the school's inclusive ethos. A wide variety of workshops and information sessions have been delivered, including parenting programmes, fitness sessions, and Family Thrive. The Pantri, supported by partnerships with FareShare, Co-Op, and Sainsbury's, is accessed weekly by a growing number of families, helping to support food insecurity.

The Family Engagement Officer (FEO) works closely with the Attendance Lead to address concerns, contributing to a reduction in the attendance gap between eFSM and non-eFSM pupils (from 3.2% in Spring 2024 to 2.7% in Spring 2025). Effective partnerships with Early Help and Bridgend College have supported families with parenting, wellbeing, and academic needs. The FEO's participation in forums has led to improved signposting and access to services for families, with 80% of referrals to Early Help and Winston's Wish being for eFSM families.

### **Wider Strategies (Enrichment):**

The BOOST programme, delivered on a two week cycle, ensures that all pupils and staff engage in enriching activities that promote creativity, physical health, digital literacy, life skills, and cultural awareness. All pupils in Years 1-6 have participated in off site visits, with costs fully covered by the school, ensuring equitable access to enriching experiences.

### **Supporting the impact of poverty:**

Mitigating the impact of poverty has been a key priority, addressed through a cluster wide vision and practical initiatives such as the cost of the school day exercise, community fair, and visual aids to inform families of available support. The school provides high quality learning experiences, strategic deployment of support staff, and weekly visits from a wellbeing support dog.

Vulnerable pupils are actively included in pupil voice groups, ensuring representation and empowerment. All BOOST activities and school trips are subsidised, and initiatives such as Brackla Super Savers with Bridgend Credit Union, uniform recycling, and Snack Shack provide practical support to families. Family newsletters regularly share information on local foodbanks and cost effective resources, and uniform recycling mornings have helped families manage the cost of living.

The installation of 'The Pod' has enhanced the school's capacity for multi-agency working and family engagement, providing a dedicated space for drop ins and support services.