



Pupil Development Grant Statement

Date Approved: 14/10/25

Signed: D Harris

Signed: S Meece



Pupil Development Grant Statement

October 2025

S. Harris

D.Harris (Acting Headteacher)

**Melin Primary School
Pupil Development Grant (PDG) Strategy Statement**

This statement details our school's use of the PDG for the 2024 to 2025 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

Number of pupils in school	239
Proportion (%) of PDG eligible pupils	35.8% (Y1-Y6) 43.45% three year average
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs. D. Harris (Acting Headteacher)
PDG Lead	Mrs. D. Harris (Acting Headteacher)
Governor Lead	Mrs. S. Miller (Chair of Governors)

Funding Overview

Detail	Amount
Early Years PDG funding allocation this financial year	£35,650 (Early Years)
PDG funding allocation this financial year	£89,700(PDG) £5,750 (smoothing)
Total budget for this financial year	£131,100

Part A: Strategy Plan

Statement of Intent

At Melin Primary School we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.

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Our current use of the Pupil Development Grant supports these aims, increasing opportunities for pupils to participate in purposeful learning opportunities, increase their well-being and supporting access to inside and out of school activities.

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
<p>R1. Improve the accuracy and effectiveness of self-evaluation and improvement planning</p>	<p>Leaders will have robust and effective self-evaluation and improvement processes in place. This will ensure improvement plans and processes are specific and rigorous to bring about necessary changes, specifically in important aspects of teaching and learning, identified.</p> <p>Effective self-evaluation will enable leaders to understand the difference that provision makes to pupils' progress in learning.</p> <p>Leaders are clear as to the strengths and areas for development within the school, so they prioritise their work and plan effectively, resulting in pupils making greater progress.</p>
<p>R2. Improve the quality of teaching and assessment for older pupils to ensure that they make the progress they should in learning</p>	<p>The quality of teaching across all areas of the curriculum is strong, making a positive impact on learning and accelerating the progress pupils make.</p> <p>Teachers use assessment information effectively to inform their teaching over time. They plan well to meet the needs of pupils as they move through the school in order to maximize pupil progress</p> <p>Most teachers' feedback informs pupils of what they need to do to improve and supports pupils to progress with their learning</p>
<p>R3. Strengthen the curriculum to provide authentic, purposeful learning activities that enable older pupils to build on their skills progressively</p>	<p>Teachers provide engaging activities which capture the pupils' interests and allow pupils to apply their cross-curricular skills progressively in authentic, meaningful contexts across the curriculum.</p> <p>Teachers plan effective opportunities for pupils to use and apply their skills, knowledge and understanding across the curriculum.</p>

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<p>R4. Improve attendance</p>	<p>School has strong processes in place for tackling low attendance.</p> <p>Attendance over the year for the whole school will improve to at least 92% by July 2026.</p> <p>Strategies to improve attendance (including the use of data) are evaluated regularly to enable the school to prioritise its work and plan effectively to bring about the improvements required, in a timely manner.</p>
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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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Pupil Development Grant (PDG) Allocation Plan

We will be investing our PDG allocation to enhance the quality of education and wellbeing for all pupils, with a particular focus on those eligible for free school meals (eFSM). Our plan is structured around key areas of development:

Curriculum Development

We aim to provide authentic and purposeful learning experiences that progressively build skills for all pupils.

- Staff Development: Professional learning opportunities will be carefully planned to improve teaching and learning across the curriculum.
- School-to-School Collaboration: Staff will observe effective practice in other schools to inform and strengthen our own approaches.
- Cluster Partnership: We will work closely with cluster schools to develop a shared understanding of progression, supporting learners throughout their school journey and transition to comprehensive education.

Literacy Provision

We will strengthen literacy standards through the implementation of Read Write Inc., supported by targeted interventions for eFSM pupils in:

- Reading and phonics development
- Speech and language support
- Social skills enhancement

To support literacy at home, we will:

- Deliver parental workshops, including Read Write Inc. phonics support
- Provide access to additional reading materials via Oxford Reading Buddy
- Implement a Spelling and Reading Target Reward System
- Ensure eFSM pupils have access to technology that supports literacy learning

Attendance Focus

Attendance will be embedded into the daily routine, with a strong emphasis on its importance. We will promote positive attendance through:

- Targeted initiatives to encourage regular school attendance
- An active Attendance Committee to monitor and support pupil engagement

Numeracy Provision

We will enhance numeracy standards through a range of strategies:

- Targeted interventions for eFSM pupils focusing on number development
- ICT-supported intervention groups to reinforce key skills
- Implementation of the White Rose Maths scheme, supported by staff training
- Replenishment of resources to support a concrete, pictorial, and abstract approach to number learning
- Subscription to engaging ICT packages to motivate pupils and enhance learning

Wellbeing and Enrichment

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To support pupil wellbeing and physical activity, we will continue to run the Food and Fun Summer Holiday Enrichment Project (SHEP). During the school day, PDG funding will support a wide range of interventions, including:

- ELSA and Lego ELSA
- Block Play and Forest Schools
- Talkabout and Relationship-Based Play
- Wellcomm language support

Additionally, pupils will engage in Philosophy for Children (P4C) to develop their thinking, communication, and reasoning skills. PDG funding will also be used to increase access to memorable experiences that enrich the curriculum and support holistic development.

Learning and Teaching

Budgeted costs: £51,804.38

Activity	Evidence that supports this approach from EEF Evidence Brief
<p><i>Professional development of staff to improve teaching and learning. Staff will have opportunities to work across our cluster of schools as well as the local authority to improve their teaching practice.</i></p> <p><i>AOLE leads will feedback good practice to whole staff during INSET and Adds session</i></p> <p><i>Staff will collaborate with Educational Psychology service and outside agencies to support transition into school.</i></p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>
<p><i>Senior leaders will undertake self-evaluation activities throughout the year to monitor progress, identify strengths to share and areas of development to improve.</i></p> <p><i>Following the self-evaluation activity, the findings will be shared with staff and our governing body. Action plans for the identified recommendations will be shared and any areas of training identified for teachers and support staff will be undertaken.</i></p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>
<p><i>All staff to receive professional learning focused on developing a deeper understanding of number using concrete, visual and abstract approaches. Senior leaders to provide opportunities for staff to collaborate (internally</i></p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and</p>

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<p><i>and with other schools in our cluster) sharing examples of learning experiences to support the development of pupils understanding of number and to consider how progress will be achieved.</i></p> <p><i>Mathematics and numeracy lead will identify resources required to support the teaching and learning of number using a range of manipulatives.</i></p> <p><i>Staff will visit schools to observe good practice and develop their teaching and planning styles to improve the quality of our curriculum</i></p>	<p>pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>
<p>PDG is strategically used to support a range of targeted interventions aimed at improving pupils' literacy, numeracy, and overall wellbeing. Trained teaching assistants are allocated dedicated time to deliver these interventions, ensuring that pupils receive consistent and high-quality support.</p> <p>Pupil progress is regular assessed and monitored to ensure that interventions are effective and responsive to individual needs. These programmes are vital not only for academic progress but also for equipping pupils with essential life skills that contribute to their long-term success and resilience.</p>	
<p>Literacy interventions:</p> <p>Rapid Reading</p> <p>Phonic Catch-up</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p>
<p>Speech and Language Interventions:</p> <p>Speech Link</p> <p>Language Link</p> <p>Wellcomm Programme</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p>
<p>Small group Interventions:</p> <p>Reception Spelling Carousel</p> <p>Popat</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p>
<p>Behaviour and social and emotional skills interventions:</p> <p>Block Play</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class</p>

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Forest Schools Philosophy for Children	approaches as well as targeted interventions, monitoring the impact of these choices carefully.
PDG is utilised to fund online subscriptions and assessment tracking tools. Insight Tracking Mathletics Subscription Big Maths Scheme	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.

Community Schools

Budgeted cost: £1500

Activity	Evidence that supports this approach from EEF Evidence Brief
Melin Primary School will be developing parental engagement as part of community focused school project. The school will also be supporting parents who require assistance via a range of outside services. Melin Primary School will be hosting adult learning courses and parenting support groups e.g. Eat better, save smart and 'wobbly moments' etc.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.
PDG supports extra-curricular activities: After School Clubs Resources for After School Clubs	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.

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

Budgeted cost: £77,831

Activity	Evidence that supports this approach from EEF Evidence Brief
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<p>PDG grant is used to develop pupils wellbeing through targeted interventions with skills teaching assistants.</p> <ul style="list-style-type: none"> - Talkabout Intervention 	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p>
<p>PDG is allocated to support pupils wellbeing through targeted Social, Emotional and Behavioural Difficulties (SEBD)_ interventions delivered by trained teaching assistants</p> <p>KitKat Club</p> <p>ELSA/Lego ELSA</p> <p>Relationship Based Play</p> <p><i>Pupils Attitude to School and Self (PASS) tokens</i></p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully</p>
<p>PDG is used to support access to extracurricular activities that pupils may not otherwise have opportunities or financial means to experience, thereby broadening their educational and cultural knowledge.</p> <ul style="list-style-type: none"> -Art Specialist TA - Memorable Experiences Subsidising Residentials 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>
<p>PDG is utilised for our attendance award scheme, designed to promote positive reinforcement and encourage regular school attendance. Consistent attendance is recognised as a vital factor in supporting pupil progress and achievement</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>
<p>PDG is allocated to provide dedicated leadership time for staff holding Teaching and Learning Responsibility (TLR) roles. This enables them to develop their leadership capacity and</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is</p>

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effectively support colleagues, contributing to sustained improvements in teaching and learning across the school	likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.
PDG is allocated to increase adult support within Early Years, recognising the critical importance of early education in laying strong foundations for pupils' future learning and development.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.

Total budgeted cost: £ 131,135.38

Part B: Review of outcomes in the previous academic year

During the academic year 2024/2025 the impact of our PDG fundings has supported pupils in a range of different ways.

We ran a number of events that further developed parental involvement and parental engagement. These events included projects within the local authority with the Early Years lead Educational Psychologist, members of her team, SALT, occupational therapy etc. to support early years transition. We have also run 'wobbly moments' and 'myth busting' courses to support the early years. We were part of the British Psychology Studies initiative to promote the importance of early years educational psychologists.

Our ELSA staff provided a range of sessions that ensured pupils were ready for learning and given the skills they need to manage their wellbeing.

We subsidised a range of trips and residentials that ensured our pupils had experiences that would not only enrich their lives.

The training and professional learning attended had a positive impact in developing our practitioners in improving our teaching and provision in school e.g. foundation learning lead development days had a positive impact on our early years setting in the way we create curiosity and the three enablers (adults, environment and experiences)

Outcome	IMPACT
To improve literacy skills, in particular word and sentence structure to impact on pupils' writing skills	Staff received training on 'Improving writing at sentence level' to support teaching of writing skills.

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	<p>Staff received training on story writing to support creative writing.</p> <p>Majority of pupils improved in their spelling assessments</p> <p>Majority of pupils hit spelling targets at home and positive home/school link with parents/carers.</p> <p>Next steps: to increase the opportunities for writing to practice and develop their work and sentence structure. Implement new phonics and literacy scheme to improve writing skills</p>
<p>To develop a concrete, visual, abstract (CVA) approach to teaching so that pupils gain a deeper understanding of mathematical concepts in number</p>	<p>Our mathematics and numeracy lead has leadership time to support the teaching and learning of mathematics and numeracy.</p> <p>Our mathematics and numeracy lead has worked with cluster leads to develop a consistent approach to teaching numeracy to support transition to secondary education</p> <p>All staff received training from local authority on using CVA to support understanding of number. Resources have been audited and equipment purchased to enhance teaching number using concrete resources.</p> <p>From self-evaluation work, nearly all pupils say they enjoy maths and they are resilient in their approach to solving problems and making errors in calculations, being happy to discuss where they think they make errors.</p>
<p>To develop a shared understanding of progression in line with the new Curriculum for Wales.</p>	<p>Time has been allocated in staff Adds and INSET days on developing a shared understanding of progression.</p> <p>Majority teachers have evolved their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Staff have identified key aspects of the progression code and inputted into our curriculum to cater for the needs of the cohort.</p>

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	<p>Majority pupils will be able beginning to self-assess their work and identify areas to improve their work from given feedback.</p> <p>Further development of skill progression in an authentic curriculum would support pupils progress</p>
To improve pupils' attendance	<p>School has strengthened the process for tackling attendance with fortnightly meetings between the Acting Headteacher and Education Welfare Officer. Pupils attendance under 90% is discussed and monitored.</p> <p>School has attendance initiative embedded in school that has a positive reward for improved attendance. This encourages pupils to come to school more regularly as they have a tag each week for full attendance.</p> <p>School has appointed an attendance committee who meet regularly with the lead teacher and EWO. Attendance committee have created attendance competition to design an attendance mascot and slogan.</p> <p>Our attendance has improved from 91.3% to 91.52%. This attendance has increased each year for the last 5 years.</p>

Pupils are screened using the 'Pupils Attitude to School and Self' (PASS) 2 Assessment (February 25 and June 2025). This showed us:

Indicator	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for Learning	Attitudes to teachers	General Work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
February 2025	87.1%	83.2%	63.0%	87.5%	89.5%	78.0%	76.6%	80.8%	65.9%
June 2025	86.4%	82.5%	62.3%	85.4%	86.8%	78.3%	73.8%	78.6%	65.1%
Variation	-0.7%	-0.7%	-0.7%	-2.1%	-2.7%	+0.3%	-2.8%	-2.2%	+0.8%

Pupils at a whole school level have improved in only 1 out of 9 of the PASS factors, which is their general work ethic. . In particular, pupils self-regard in their learning has improved which is very promising. Pupils have also improved slightly in their perceived learning capabilities and confidence in their learning.

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Pupils' attitudes to attendance have unfortunately decreased by 2.2% and their preparedness for learning has decreased by 2.1%. Pupils attitudes to teachers has also declined by 2.7%

Overall, as a school all 9 factors of the PASS screening results were 'green' in comparison to other schools.

eFSM February 2025 and eFSM June 2025									
Indicator	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for Learning	Attitudes to teachers	General Work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
February 2025	91.0%	82.7%	60.2%	87.2%	92.2%	79.6%	76.4%	83.6%	64.8%
June 2025	89.7%	84.2%	61.3%	85.4%	89.8%	79.6%	74.1%	80.4%	65.7%
Variation	-1.3%	+2.5%	+1.1%	-1.8%	-2.4%	=	-2.3%	-3.2%	+0.9%

The pupils eligible to free school meals have increased in three out of the 9 factors There has been pleasing increase in self-regard as a learner and confidence in learning. There has been a decrease in five out of nine areas. The data is able to identify pupils who require our SEBD interventions and support in school. Data is analysed and support required is implemented.

ALN Impact Data 2024-2025

Infant Speechlink	45% of children have completed programme and no longer require intervention 28% of children met targets throughout the academic year 9% of children have ongoing targets 18% of children joined the programme in Summer term
Junior Speechlink	56% of children are making good progress and have progressed through their identified targeted speech sounds. 22% have completed the programme. 22% have ongoing targets for next academic year.
Precision	79% of pupils have achieved targets set in Autumn and Spring Term 14% of pupils had to continue targets from Autumn to Spring term but have since achieved these 7% of pupils have made limited progress;

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Talkabout	100% pupils met targets and saw significant progress on assessment wheel at end of academic year.
Wellcomm	<p>19% have met targets set for them in Autumn or Spring Term and no longer require intervention.</p> <p>23% of pupil have met targets set for them in Autumn and Spring Term and are working towards the next target.</p> <p>58% of pupils are ongoing with targets set;</p> <p>Summer Term 52% children have completed and require assessing on language link in Sept 2025 32% of children have completed the programme and no longer require intervention 8% have ongoing targets</p>
Junior Language Link	<p>26% of pupils are making effective progress on targets set</p> <p>52% of pupils are partially effective progress on targets set</p> <p>4% of pupils we have insufficient information for;</p>
Infant Language Link	<p>32% of pupils have made excellent progress and completed their intervention targets. When reassessed the programme was no longer required</p> <p>47% of pupils are making effective progress on targets set in Autumn and Spring Term</p> <p>11% of pupils are making partially effective progress</p> <p>11% of pupils are not making progress;</p>
Rapid reading	<p>63% of pupils made excellent progress and completed programme, no longer required intervention from Autumn to end of Summer Term</p> <p>37% of pupils made good progress but need continued support in next academic year;</p> <p>Average <i>current</i> progress (<i>Autumn-summer</i>) made 2 years and 3 months improvement in reading age</p>
POPAT	100% of pupils are continuing to work on POPAT intervention programme, from Autumn to end of Summer Term
Rapid Phonics	100% of children made progress across the academic year.
ELSA	Please see report card

Bucket Time	86% of pupils are working at stage 1 – Engagement Levels 5% of pupils have progressed to working at stage 2 – Social interaction
KITCAT card (Keep in touch, come and talk)	8 pupils have a KITKAT card for SEBD support from TAs.

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
Rapid Reading	Pearson
Speech Link	Speech Link Multimedia Ltd
Language Link	Speech Link Multimedia Ltd
Popat	Training provided by Neath Port Talbot CBC.
Block Play	Training provided by Neath Port Talbot CBC.
Wellcomm	GL Assessment
PASS 1 and 2	GL Assessment
Philosophy for Children	Training provided by SAPERE
Mathletics	3P Learning
Oxford Reading Buddy	Oxford University Press
Talkabout	Scheme by Alex Kelly
ELSA	Training provided by Neath Port Talbot CBC.

D. Harris
Acting Headteacher
September 2025

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