

PDG Planning Documents 2026-27

Annex A: High Standards and Aspirations

A High Standards and Aspirations for All action plan to be published by the Welsh Government later this year.

The Plan will set out a number of measures to ensure we develop an excellent and equitable education system through progressively reducing inequalities in the educational outcomes for children and young people living in low-income households.

This action plan will be complementary to the EEF toolkit, endorsed to schools by the Welsh Government.

The plan will focus on the following eight elements as being the key drivers for success:

- *High-Quality Learning and Teaching* - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.
- *Community Schools* - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.
- *Early Childhood Education and Care, developing our long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development* - in line with the use of the EYPDG as in Annex D.
- *The Health and Well-being of Children and Young People* - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.

- *Developing high aspirations through strong relationships* - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person's Guarantee and the Seren Network.
- *The Curriculum for Wales and Qualifications* - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.
- *Leadership* - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.
- *Post-16 progression*- through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers.

The use of the PDG should be focused upon all of these elements, particularly the first two, which evidence suggests are of the greatest importance especially as schools navigate the new curriculum.

To inform the use of the PDG in supporting these elements, guidance specific to the Welsh context, will be produced for schools on the most robust, evidence-informed, approaches that they should consider using. This will be provided shortly.

This will be accompanied by professional learning opportunities to support the implementation of these approaches and to assist schools in capturing the impact they have.

Schools should engage with their regional and national professional learning opportunities.

School self-evaluation should be used to both identify appropriate priorities for the use of PDG and to capture its impact.

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT 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.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Gelliswick VC School
Number of pupils in school	439 FTE (inc Nursery)
Proportion (%) of PDG eligible pupils	PLASC 2025 Current – 102 (Vulnerable learners) (inc Transitional protected)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Leanne Prevel Head Teacher

PDG Lead	Leanne Prevel
Governor Lead	J Greenish

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£133,400 GNT003 £16,100 GNT004
Total budget for this academic year	£149,500
Staffing - FLO, Attendance officer, Play therapist, LSA support for learning intervention and ELSA Buses, trip costs, resources for experiences Lighthouse resources Family learning and parental engagement programmes Music and extra-curricular provision	

Part A: Strategy Plan

Statement of Intent

- Improved outcomes and narrowing the gap of vulnerable learners.
- Improved attainment and narrowing the gap of vulnerable learners.
- Vulnerable learners receive appropriate support and intervention to ensure they achieve their expected outcomes.

- Improved health and wellbeing for vulnerable learners to ensure that children to ensure that they develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

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	Review of progress towards SC – Sept 2027
Improved equity for Vulnerable learner's pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial cost.	1. All pupils have access to all educational visits. 2. All pupils have access to extra-curricular activities. 3. All pupils have access to curricular activities. 4. All pupils have access to food for breakfast, lunch and break times. 5. All pupils to have access to clothing or appropriate PE kit for school and extracurricular activities.	
Improved outcomes and narrowing the gap between	1. Raise attainment of vulnerable pupils. 2. Reduce the percentage of pupils working below expected attainment.	

vulnerable pupils and their peers.	3. Increase the percentage of vulnerable learners working at above expected attainment.	
Improved health and well-being	1. Pupils to have access to a safe, supportive, nurturing environment. 2. When needed, pupils access bespoke emotional, social, behavioural intervention or specialist trauma therapy 3. All learners to have access to a range of experiences, including visits and first experiences. 4. Learners to have opportunities to learn musical instruments through class coaching and peri-lessons. 5. Learners to engage in learning that promotes healthy lifestyles and relationships and positive attitudes towards physical and mental health. 6. Learners to see the positive relationship between family and school through access to family learning and family engagement provision.	
Improved language and speech development skills of Vulnerable and EY pupils.	1. Improved speech and language skills from starting points. 2. Declining S&L ALN as learners move through the school. 3. Ensure early identification and targeted support to ensure progress.	

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: £94,800

Activity	Evidence that supports this approach
Intensive guided interventions for disadvantaged learners. To include before and after school intervention clubs.	• Previous interventions demonstrate that pupils make strong progress in closing gaps in their learning through targeted intervention.
Provide a safe, structured environment where pupils with social, emotional, and behavioural needs can develop the skills necessary to thrive in a mainstream classroom (Nurture Group support).	• Nurture Groups are grounded in Bowlby's attachment theory, offering pupils with disrupted early relationships a chance to rebuild trust and emotional resilience. • Rigorous UK-based studies show statistically significant improvements in emotional and behavioural functioning, academic attainment, and wellbeing for pupils attending nurture groups. • The Boxall Model remains the most widely used framework, with six guiding principles including developmental understanding, safe base, and the importance of transitions. • Evidence highlights the importance of structured, relational environments in helping children internalise positive models of interaction and prepare for reintegration into mainstream settings. • Develop visual trackers and pupil passports to support reintegration • Share best practice across EYFS and Foundation Phase teams • Align nurture provision with wider wellbeing and inclusion strategy

Specialist Music Provision Inclusion Team Expansion: Music Intervention for Disadvantaged Learners	• Music & Wellbeing: Studies show that music participation improves emotional regulation, self-esteem, and social cohesion, particularly for disadvantaged learners. • Cognitive & Academic Impact: Music education is linked to improved memory, attention, and academic outcomes, especially in literacy and numeracy. • Equity in Arts Access: National reports highlight that pupils from disadvantaged backgrounds are less likely to access arts education, reinforcing the need for targeted provision. • Policy Alignment: Aligns with Welsh Government's commitment to equity in education and the Curriculum for Wales' emphasis on creativity and expressive arts.
Support for attendance, pupils and family learning. Parent learning projects to deliver high-quality learning experiences and opportunities for families.	• <i>Education Scotland</i> and <i>EEF</i> highlight improved attendance, engagement, and outcomes through liaison roles • <i>Anna Freud Centre</i> tools (PERMA, Jigsaw) support targeted wellbeing assessment and planning • <i>SHRN</i> survey provides robust pupil voice data to guide strategic priorities • Research shows parental engagement improves academic and wellbeing outcomes (Desforges, EEF) • There is a clear link between poor attendance and lower attainment. The EEF notes that persistent absence is associated with poorer attainment and behaviour outcomes, making attendance a key factor in improving pupil achievement. • Disadvantaged pupils are disproportionately affected by absence. The EEF reports that pupils from socio-economically disadvantaged backgrounds are almost twice as likely to be persistently absent as their peers. Effective attendance practice involves analysing attendance data, identifying pupils at risk, building strong relationships with families and

	providing targeted support to address individual barriers to attendance. These are key functions of an Attendance Officer.
Support for pupils and family well-being.	• Play Therapy Impact: A meta-analysis of 23 studies found that Child-Centred Play Therapy (CCPT) significantly improves emotional regulation, self-efficacy, and classroom behaviour, with effect sizes ranging from 0.21 to 0.38 across internalising, externalising, and academic outcomes. • Trauma-Informed Practice: Trauma-informed approaches, grounded in neuroscience and attachment theory, have shown positive effects on mental health, engagement, and relational safety across school settings. • ELSA - Use of Emotional Literacy Support Assistant (ELSA) interventions as an evidence-informed approach to support pupils' social, emotional and mental wellbeing. Research indicates that ELSA can improve emotional literacy, resilience, self-esteem, relationships and engagement with learning. Delivered by trained staff under the supervision of Educational Psychologists, ELSA provides targeted support that enables pupils to develop the emotional skills necessary to access learning and achieve positive outcomes. • School-Based Effectiveness: Play therapy in schools reduces emotional and behavioural barriers to learning, improves peer relationships, and enhances emotional literacy. • Policy Alignment: National guidance encourages schools to embed trauma-informed principles into behaviour policies, ensuring emotional safety and relational repair are central to practice.

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

Budgeted cost: £ 35,600

Activity	Evidence that supports this approach	
Increased equity through the provision of financial support to reduce barriers to learning and experiences. Engage with local companies/enterprises and bring activities into school. Pupils to undertake health and wellbeing programmes in order to be able to participate in all areas of school life.	Source <i>Nuffield Foundation</i> <i>Sport England (ALPINE Project)</i> <i>Post-COVID Research</i> <i>National Safeguarding Guidance</i>	Key Findings After-school club attendance improves academic attainment and social-emotional outcomes, especially for disadvantaged pupils. Outdoor and movement-based clubs enhance mental health, engagement, and resilience. School-based clubs are increasingly vital for wellbeing, accessibility, and continuity of care. Structured after-school provision contributes to protective factors for vulnerable pupils.

Leadership - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach
To continue embedding and refining the Vulnerability Analysis Profile (VAP) as a proactive, whole-school mechanism for identifying, tracking, and supporting vulnerable learners—strengthening targeted intervention in basic skills and promoting equitable access to achievement.	<i>EEF (2022)</i>: Targeted small-group interventions yield +4 months progress, especially when aligned with diagnostic assessment • <i>Welsh Government (2023)</i>: Holistic vulnerability tracking improves multi-agency coordination and pupil outcomes • <i>Children’s Commissioner (2021)</i>: Early identification of compound vulnerability is key to closing attainment gaps • <i>SHRN & EL Profiles</i>: Emotional wellbeing and sense of belonging (cynefin) are predictive of sustained engagement and academic success
Deliver targeted training to ensure staff are fully prepared and supported to complete the Trauma Diploma, strengthening whole-school capacity for trauma-informed practice.	• <i>Bailey et al. (2023)</i>: ARC Framework (Attachment, Regulation, Competency) improves classroom safety and reduces behavioural incidents • <i>Lancashire Trauma Toolkit (2024)</i>: Relational approaches grounded in neuroscience support regulation and belonging (cynefin) • <i>Children’s Commissioner (2021)</i>: Trauma-informed schools foster resilience, reduce exclusions, and improve engagement • <i>DTAP Model (2025)</i>: Developmental trauma-informed practice enhances emotional literacy and relational trust

The Health and well-being of children and young people

Budgeted cost: £1,000

Activity	Evidence that supports this approach
Increased equity through the provision of a Lighthouse hub which ensures all pupils have equitable access to essential items—uniforms, PE kits (including footwear), and themed-day clothing	• <i>AIR (2022)</i>: Equitable access to resources is foundational to whole-child development and school engagement • <i>British Council (2023)</i>: Inclusive environments that meet basic needs foster belonging, reduce stigma, and improve future aspirations • <i>Springer Research (2025)</i>: Material equity in schools enhances emotional wellbeing, participation, and academic outcomes—especially for disadvantaged learners • <i>UNCRC & SDG4 (UNESCO, 2015)</i>: All children have the right to inclusive, equitable education and the resources required to access it

Total budgeted cost: £149,500

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	Monitoring
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Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.