MILTON PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the year 2026 to 2027.

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	Milton Primary School
Number of pupils in school	462
Proportion (%) of PDG eligible pupils	42%
Date this statement was published	September 25th 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Mr D Taylor
PDG Lead	Mrs C Burke
Governor Lead	Mr K Osmond

Funding Overview

Detail	**Amount**
PDG funding allocation this academic year	£191,199
EYPDG funding allocation this academic year	£48,300
Total budget for this academic year	£239,663

Part A: Strategy Plan

Statement of Intent

Our overarching aim is to utilise the PDG and EYPDG grants in order to realise the vision for our school, ensuring that every disadvantaged pupil in our school has an equal opportunity to reach their potential, providing them with the skills and knowledge needed to play a full and active role in our community and wider society, enabling them to live happy, healthy and successful futures.

Our current PDG strategy works enables wider school improvement in addition to achieving the priority objectives on our School Development Plan 2026-27:

1. To improve the teaching of reading so that most pupils make good progress from their starting points.
2. To improve the teaching of writing so that most pupils make good progress from their starting points.
3. To improve the quality of teaching and universal provision to enable nearly all pupils with ALN to make strong progress from their starting points.

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**
High Quality Teaching and Learning • Improve reading and writing skills so that most eFSM pupils make good progress from their starting points. • Literacy interventions impact on the progress of eFSM pupils so that progress is good, and pupils' writing skills are in line with year group expectations. • RADY interventions enable all disadvantaged pupils to make good progress in their learning.	• Teaching and provision for literacy has at least an acceptable impact on learning and most pupils make good progress. • Effective teaching and learning methods for teaching reading and writing are used across the whole school and is evident in planning and learning in pupil books. • Intervention data for eFSM pupils demonstrates that pupils have made good progress. • Intervention data for RADY/ eFSM pupils demonstrates that most pupils have made good progress.
Leadership Leadership continues to develop school strategy for Equity, Inclusion and Wellbeing, including ALN and Family and Community Engagement. Leadership engages with a variety of agencies to improve attendance in order to achieve whole school attendance target 92%. Leadership coordinates the development of Family and Community Engagement and manages additional grant funding to	• Levels of family engagement are good and rates of attendance for eFSM pupils are in line with that of non-FSM pupils. • Rates of attendance continue to improve so that they are in line with the school's attendance target. • Pupils benefit from Community Focus School grant funded experiences and family learning programmes such as Food and Fun in the summer holidays 2026, Family Cooking and Multiply during the Autumn and Spring terms.

continue to strengthen family and community engagement. Leadership develops the school Anti-Poverty strategy to mitigate against the impact of poverty on learning and progress. Leadership develops strategies and approaches to develop Whole School Approach to Emotional and Mental Wellbeing.	• The Anti-Poverty strategy enables more eFSM pupils to make at least good progress from their starting points.
Wider Strategies TAs deliver ELSA support and programme of well-being interventions and levels of well-being are improved (benchmark PASS/ SHRN). Purchase food for our Caffi Cymraeg. Employ County in the Community to deliver physical activity sessions to disadvantaged pupils. Subsidise school trips to make them more accessible for all and enable pupils to participate in the arts.	• Nearly all pupils identified for social and emotional intervention demonstrate improved wellbeing, feel safe and well supported and are able to access their learning. • The wellbeing needs for disadvantaged learners are identified and interventions ensure levels of wellbeing improve so that they are good.

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: £ EYPDG £48,300 and PDG £101,963

Activity	**Grant**
Teaching Assistants lead interventions	EYPDG £48,300 PDG £101,964

Leadership and Community Schools

Budgeted cost: PDG £ 36,000

Activity	**Grant**
FaCE, Community Schools and attendance	PDG £36,000

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

Budgeted cost: £ PDG £53,400

Activity	Grant
Social and Emotional Learning support *Physical activity* *Arts participation* *Caffi Cymraeg*	PDG £53,400

Total budgeted cost: £ *PDG £191,363 and EYPDG £48,300*

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
High Quality Teaching and Learning • Improve numeracy skills so that most eFSM pupils make good progress from their starting points. • Numeracy interventions impact on the progress of eFSM pupils so that progress is good in most cases • RADY interventions enable all disadvantaged pupils to make good progress in their learning.	• Teaching and provision for numeracy has at least an acceptable impact on learning in all cases and as a result most pupils make good progress from their starting points.
Leadership Leadership continues to develop school strategy for Equity, Inclusion and Wellbeing, including ALN and Family and Community Engagement. Leadership engages with a variety of agencies to improve attendance in order to achieve whole school attendance target 92%.	• Levels of family engagement are good and rates of attendance for eFSM pupils are in line with that of non-FSM pupils. • Rates of attendance continue to improve so that they are in line with the school's attendance target, ending the academic year at 89.9%. • All eFSM Pupils benefit from opportunities to be involved in

Leadership coordinates the development of Family and Community Engagement and manages additional grant funding to continue to strengthen family and community engagement. Leadership develops the school Anti-Poverty strategy to mitigate against the impact of poverty on learning and progress. Leadership develops strategies and approaches to develop Whole School Approach to Emotional and Mental Wellbeing.	Community Focus School grant funded experiences and family learning programmes such as Food and Fun in the summer holidays 2024. • The Anti-Poverty strategy enables more eFSM pupils to make at least good progress from their starting points.
Wider Strategies TAs deliver ELSA support and programme of well-being interventions and levels of well-being are improved (benchmark PASS/ SHRN). Purchase food for our Caffi Cymraeg. Employ County in the Community to deliver physical activity sessions to disadvantaged pupils. Subsidise school trips to make them more accessible for all. Subsidise trip to pantomime to enable pupils to take participate in the arts	• Nearly all pupils identified for social and emotional intervention demonstrate improved wellbeing, feel safe and well supported and are able to access their learning. • The wellbeing needs for disadvantaged learners are identified and interventions ensure levels of wellbeing improve so that they are good.

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**
N/A	