



Bedwas Infant School

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2026 to 2027 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	Bedwas Infant School
Number of learners in school	165
Proportion (%) of PDG eligible learners	12.1%
Date this statement was published	7 th July 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Acting Headteacher
PDG Lead	Ian Leaves - ADHT
Governor Lead	S Armstrong-Nash

Funding Overview

Detail	Amount
Equity funding	£20,700
Equity EYPDG	£13,800
PDG smoothing	£2,114
Total budget for this academic year	£36,614

Part A: Strategy Plan

Statement of intent

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Our objective is to ensure that all pupils eligible are supported to achieve their full potential academically, socially and emotionally. We aim to ensure that these pupils make at least expected progress, develop strong self-esteem and confidence, and are equipped with the skills, resilience and aspirations needed for future success. We also recognise that regular attendance is fundamental to pupil progress and wellbeing, and aim to improve attendance rates for all targeted pupils, reducing the gap between them and their peers.

We work towards these objectives through a targeted and responsive approach. We provide tailored academic and social, emotional and mental health support based on individual pupil needs through our ALP offer. Early intervention is a central feature of our approach. In addition, we ensure that all pupils have access to a broad range of enriching experiences, including educational visits, forest schools, creative activities including music, art and role play, and physical development through structured play and movement sessions. Targeted strategies are also in place to support and improve attendance, working closely with families to remove barriers and promote positive engagement with school.

We work closely with parents and carers to provide access to a wide range of support services. Strong partnerships with external agencies and charities enable us to support families effectively, including addressing factors that may impact on attendance and engagement.

The key principles underpinning our strategy are equity, early intervention, and personalised support. We prioritise high-quality teaching and targeted intervention to address specific barriers to learning, ensuring that support is monitored for impact. Provision is flexible and responsive, allowing us to adapt to the evolving needs of pupils and families. Improving attendance and engagement remains a key priority in ensuring equitable outcomes for all learners.

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
To provide targeted and tailored academic support for all pupils.	• All pupils access academic support that meets their individual needs. • Targeted interventions support pupils to make at least expected progress. • Tracking systems are used effectively to monitor progress, identify patterns and ensure provision is responsive to need.

	Support from external agencies is accessed where appropriate to enhance provision.
To provide targeted and tailored social, emotional and mental health support for identified pupils.	- Identified pupils receive support with SEMH, including targeted interventions delivered by trained staff (e.g. ELSA). - The Thrive approach is used to support, track and monitor pupils' social, emotional and mental health needs. - Pupils develop the ability to self-regulate and apply taught strategies to support their wellbeing. - Parents and carers are actively involved in supporting pupils' emotional and social development.
To develop pupils' confidence, creativity and social skills through participation in a wide range of enriching and engaging experiences.	- All pupils have access to a wide range of high-quality enrichment experiences that enhance curriculum learning, including trips and visits, external visitors, forest school, gardening and cooking activities. - Wellbeing provision is strengthened through partnerships with external organisations. - Pupils engage in a broad range of expressive arts and creative opportunities, including music, singing, dance and art.
Attendance rates for pupils eligible for PDG improve and move closer to or are in line with whole-school averages.	- Attendance data shows a measurable improvement for targeted pupils over time. - The gap between the attendance of PDG pupils and non-PDG pupils narrows. - Targeted pupils and families engage positively with attendance support strategies. - Improved attendance leads to increased engagement and progress in learning.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

Learning and teaching

Budgeted cost: £36,614

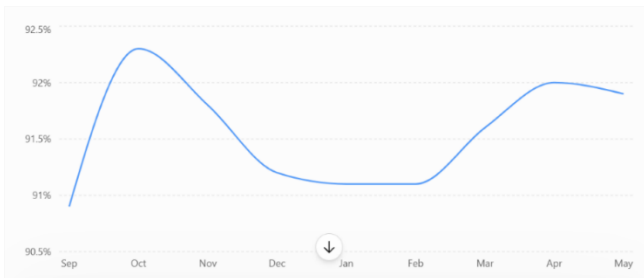
Activity	Evidence that supports this approach
Deployment of additional staff to provide targeted academic intervention (1:1 and small group support) in literacy and numeracy.	Teacher observations, reflections and self-evaluation, alongside improvements seen in pupils' work, confidence and engagement.
Staff to support pupils' social, emotional and mental health needs (e.g. ELSA/Thrive approaches).	The support staff delivering structured interventions have a positive impact when aligned with classroom teaching. Ongoing teacher assessment and pupil work demonstrate developing skills, increased confidence and growing independence.
Staffing to support engagement, attendance and family liaison.	Strong relationships with families and targeted support improve attendance and engagement, which are key factors in improving attainment for disadvantaged pupils.

Total budgeted cost: £36,614

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
Staffing to support engagement, attendance and family liaison.	Current whole-school attendance for 2025-26 is 91.9% (up to the end of May). When compared year on year, attendance remains broadly in line with the previous academic year. The current overall attendance of 91.9% is slightly higher than 2024-25 (91.8%). Attendance continues to show a significant improvement when compared to 2022-23 (90.2%) and 2021-22 (90.5%). Attendance from September to May showing improvement during the spring term: 

	From February to May 2025-26, attendance has shown a positive improvement increasing from 91.1% in February to 91.6% in March, 92.0% in April and 91.9% in May. The attendance gap between pupils eligible for free school meals and those who are not eligible has continued to reduce. In February, FSM attendance data on SIMS stood at 83.0%, compared with 91.51% for non-FSM pupils, resulting in an attendance gap of 8.51%. Current attendance data shows that FSM attendance has increased to 85.72%, while non-FSM attendance is 91.8%. As a result, the attendance gap has reduced to 6.1%.
Deployment of PDG-funded staffing to provide targeted academic and wellbeing support.	Pupils continued to make improved progress in targeted areas, with increased confidence, engagement and wellbeing.
Developing pupils' confidence, creativity and social skills through participation in a wide range of enriching and engaging experiences.	Through the deployment of PDG funded staff, pupils are already engaging in a wide range of high-quality enrichment experiences that enhance curriculum learning, including trips and visits, our Singalongathon, forest school sessions, gardening and cooking activities. In particular, the development of learning environments has been a notable focus during the Spring and Summer term. Monitoring demonstrates that classrooms are becoming increasingly organised to support independent learning, with improved continuous provision and greater opportunities for pupils to access resources independently. In the strongest practice, indoor and outdoor environments provide meaningful opportunities for pupils to develop literacy, numeracy and communication skills through engaging and authentic experiences.