

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 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.

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

School Overview

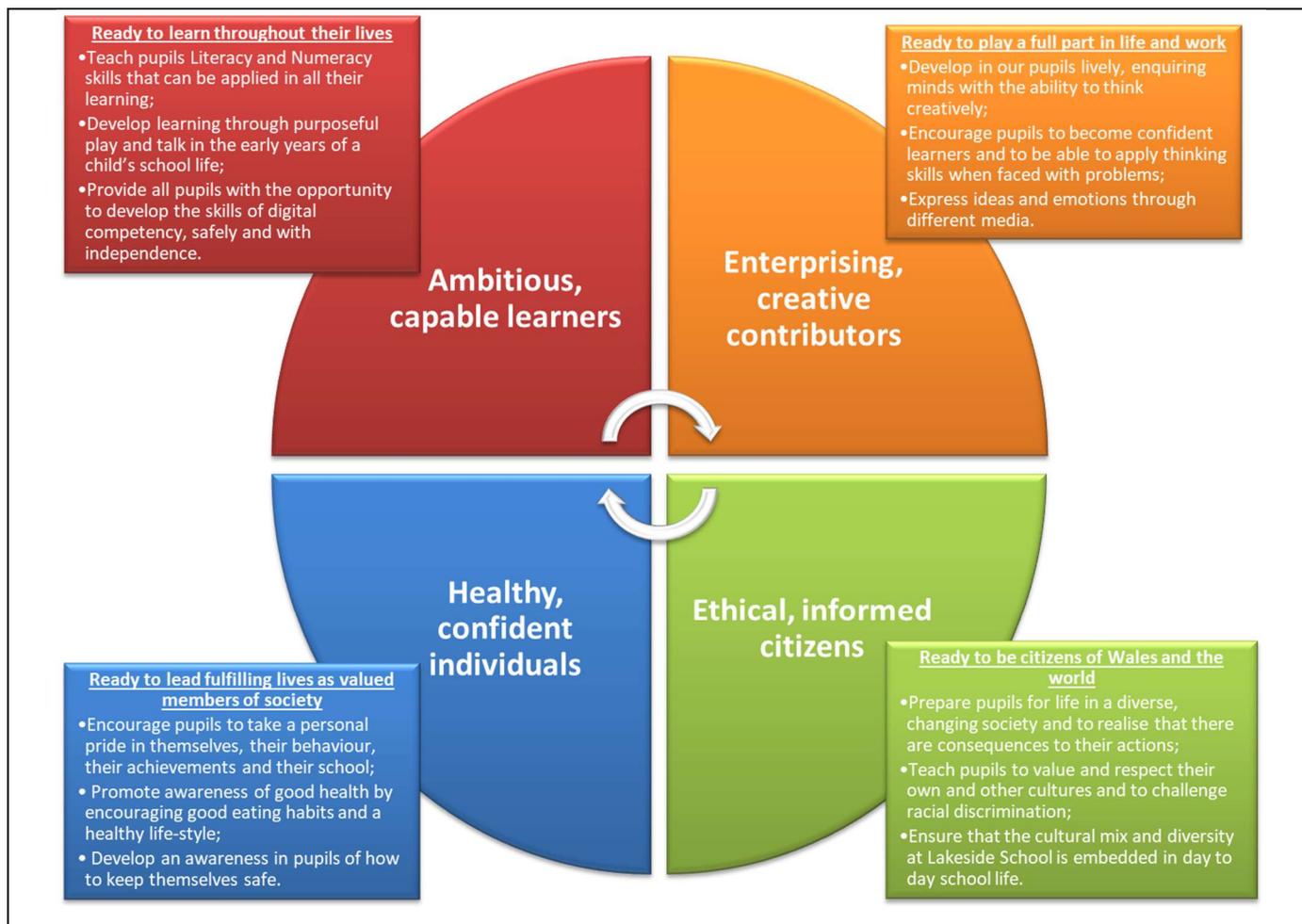
Detail	Data
School name	Lakeside Primary School
Number of pupils in school	470 mainstream
Proportion (%) of PDG eligible pupils <i>(this does not include dual registered pupils)</i>	6 pupils (Y1 – Y6) 2 pupils (EYPDG) 3 pupils (WB class) 1.7%
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Liz Harries IP
PDG Lead	Beth Williams
Governor Lead	George Tackley

Funding Overview

Detail	Amount
PDG funding allocation this academic year	EY PDG = £9200
(plus smoothing allocation)	PDG = £39,010
	Total = £48,210
Total budget for this academic year	£2,371,437

Part A: Strategy Plan

Statement of Intent



The Lakeside vision for learning is a vision for all of our learners. We are an inclusive school and seek to remove all barriers to learning our children may experience.

The Pupil Development Grant

The purpose of the Pupil Development Grant (PDG) funding at Lakeside is to make a lasting impact on outcomes for disadvantaged learners. The third enabling objective from the national mission is to ensure we have strong and inclusive schools committed to excellence, equity and wellbeing and it is essential that there is a whole school approach to improving outcomes for pupils entitled to free school meals.

What is the purpose of the PDG?

According to Welsh Government, "The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. At Lakeside, the PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.'

At Lakeside, we integrate their plans for using the PDG into the overall school development plan:

Progress in learning:

We use a range of interventions as part of a whole-school strategy for high quality learning and teaching. Staff are clear in what to expect from an intervention, they monitor progress and

evaluate the effectiveness. Leaders balance whole-school and targeted interventions to ensure that every eFSM pupil benefits as an individual and that the school as a whole improves its capacity to support all pupils to reach their full potential, including more able learners.

Enrichment Activities:

At Lakeside we actively encourage outdoor activities, visitors to school and trips. Particularly with the cost of living crisis facing all families this year we will support families who are in need with the costs of these.

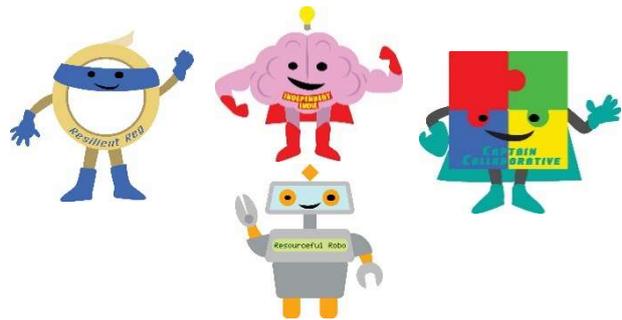
Thrive and emotional support:

Lakeside is a Thrive School. We have a dedicated member of staff who supports learners from across the school with their social and emotional needs We also support our year 6 pupils as they look forward to their transition to High School through an Elsa transition programme.

Lakeside Learners:

We encourage all our Lakeside children to become:

- Resourceful
- Resilient
- Collaborative
- Independent



We teach our children to become lifelong learners through the development of our Lakeside Learner characters.

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 effectively support the mental, emotional and social wellbeing of all pupils	<p>Children can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>Children have an awareness of the feelings of others. Children are aware of when others are kind to them and when they are kind to others.</p> <p>Moving up through developmental strands on individual Thrive Profiles.</p>
Early Intervention (EYPDG); Year 1 and Year 2 interventions	Children make good progress from their baseline starting points in literacy and numeracy.
Enrichment Activities	Extra curricular activities are kept at as low cost as possible for parents / families.

PTA events are planned with low cost / high output in mind
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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.

- EYPDG –additional hours (N and R)
- Rapids/ STARS/ Maths Factor – early intervention (Y1 and 2)
- Transition support ELSA (Y6)

Learning and Teaching

Budgeted cost:

Grant allocation = £9,200 (EYPDG)

Planned spend (staffing) = £ 9,262

Grant allocation = £39,010 (total PDG)

Planned spend (staffing) = £42,813

Thrive subscription = £1,254

Activity	Evidence that supports this approach
EYPDG –additional hours (N and R – Welcomm and Language links)	<p>Welcomm – screening and early years Intervention toolkit – research shows that many primary school children have unidentified speech and language difficulties.</p> <p>At Lakeside we use the Early Years Welcomm toolkit to quickly and easily identify children needing support. The toolkits comes with a range of play-based activities so that support is provided whether or not a child is referred to a speech and language therapist</p> <p>Language Links – screening and intervention toolkit to support expressive and receptive language developmental needs</p> <p>At Lakeside we screen all reception children and provide a quality intervention programme to support early language development needs.</p>
Rapids/ STARS/ Maths Factor – early intervention (Y1 and 2)	<p>Rapids and STARS are literacy programmes aimed at year 1 and 2 children, which offers intensive support for guided reading, letter and phonic work, and word / sentence level writing. Maths Factor supports numeracy skills and is an individualised catch up programme. All three interventions have had extremely good results over a number of years in Lakeside and children enjoy these small group approach to their learning.</p>

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

Grant allocation = £39,010 (total PDG)

Budgeted cost: Subscriptions - £1,254 (Thrive)

Activity	Evidence that supports this approach
<i>Thrive Approach</i>	<ul style="list-style-type: none"> • The Thrive Approach uses evidence from attachment theory research to highlight the importance of building trusting relationships between adults and children/young people that can evolve as the child develops in a way that supports the child's optimal social and emotional development. • The Thrive Approach helps adults build safe and supportive relationships so that children and young people are open to learning. • Thrive uses attachment theory to understand children and young people's diverse, confusing and sometimes distressing behaviour. • Thrive's relational stance enables adults to help children and young people to learn to trust, building their resilience and capacity to regulate their emotions. • Building trusting relationships offers adults supporting children and young people the very positive reality of making a difference to young people's futures.
<i>Licence</i>	To use the Thrive approach effectively the school has a licence which is updated annually
<i>Training</i>	Lakeside has 8 Thrive practitioners who have completed the 10 full days training. Other members of staff receive whole school training and shorter courses for specific areas, such as attachment
<i>Elsa and year 6 support</i>	Cluster based Emotional Literacy support for year 6, particularly around the transition from primary school to high school

	Allocation	Projected spend	Difference
EYPDG	9,200	9,262	+62
PDG	39,010	Staff 22,009 Agency 26,929 Thrive Sub 1,254	+11,182
Total	48,210	59,454	+11,244