



"United we, Empower, Nurture and Challenge."

"Wrth uno mae'n ein arfogi i feithrin a herio."

Key Priorities - Summary 2025-2026

2025/2026	Priority <i>Blaenoriaeth</i>
Priority 1	To further develop leadership capacity throughout the school to enhance the quality of teaching and learning where feedback and marking is highly effective.
Priority 2	Ensure that teachers model suitable methods of calculation effectively and address pupils' misconceptions consistently to ensure high standards and progress.
Priority 3	Continue to promote and monitor the importance of attendance which challenges persistent absenteeism through bespoke support for vulnerable families to accelerate pupil progress and improve attendance.

2025/2026	Pupil Friendly Priorities - <i>Blaenoriaethau cyfeillgar i ddisgyblion</i>
Priority 1	Staff, pupils and Governors work together to improve the quality of teaching and learning
Priority 2	Ensure that teachers use examples to show us what to do during lessons and make sure we understand our maths.
Priority 3	Let's make sure everyone comes to school so we can all learn and have fun together! If someone misses a lot, we'll help them get back on track.

2026/2027	2027/2028
<ul style="list-style-type: none"> • Maintain high quality teaching and learning through highly effective self evaluation processes. • Continue to build on enquiry based research to inform professional practice, including identified areas from SLO survey and robust self evaluation processes. • Embed Welsh language provision and ethos. • Embed processes to ensure a culture, inclusive ethos and strategic direction to celebrate diversity throughout the school. 	<ul style="list-style-type: none"> • Robust self evaluation, including SLO, processes identify main priorities for school improvement. • Inspire curriculum meets the needs of all pupils through highly effective provision including high quality teaching and learning. • Professional learning is highly effective at a bespoke and whole school level to drive school improvement.

Details of impact of Pupil Development Grant

Detail	Data
School name	Blackwood Primary School
Number of pupils in school	355
Proportion (%) of PDG eligible pupils	25%(from summer 2025)
Date this statement was published	28.06.25
Date on which it will be reviewed	28.06.26
Statement authorised by	Miss G R Jones
PDG Lead	Miss G R Jones
Governor Lead	Mrs H Rees Governor

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£162,437

Part A: Strategy Plan

Statement of Intent
<ul style="list-style-type: none"> <i>eFSM and vulnerable pupils' emotional, health and social needs are met through a robust tracking system that identifies and provides well-considered support for pupils' physical and mental health and well being enabling increased engagement in learning.</i> <i>eFSM and vulnerable learners access high quality interventions in literacy and numeracy to secure progress towards realising their potential.</i> <i>Improve family and community engagement so that all learners fully engage in school.</i>

Intended outcome	Success criteria
Close the gap between reading age and chronological age.	<ul style="list-style-type: none"> Dedicated sessions focus on decoding strategies and improved phonological awareness. Half termly phonic data shows continued progress in phonic acquisition and reading speed. Daily reading increases word recognition and reading speed & fluency. Assessment data shows improvement in reading age and narrowing of gap from starting point.
Close the gap between spelling age and chronological age.	<ul style="list-style-type: none"> Precision teaching supports repetition and rehearsal of spelling patterns to commit to long term memory. SWST assessment data shows improvement in spelling accuracy, improved spelling age and narrowing of gap.
Improve attainment of pupils performing below the expected level in maths.	<ul style="list-style-type: none"> MALT assessment to be used to track pupil progress within maths intervention and identify strategies to support their development.
Improved attitudes to learning and emotional wellbeing.	<ul style="list-style-type: none"> Flourish and Trauma Informed Intervention sessions support greater confidence and raised self-esteem. Increased levels of engagement in learning tasks and collaboration with peers in focused activities. There is a clear understanding of pupils' emotional wellbeing through analysis of School Survey, HAPPEN Survey and SHRN.
Family and Community Engagement : Strengthened relationships	<ul style="list-style-type: none"> Increased parental involvement in workshops and/or events, positively impacting on pupils' academic achievement. Family zone activities will be reflected in survey responses.

between school and families, fostering a supportive community.	<ul style="list-style-type: none"> Attendance of families involved in activities will show improvement.
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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.

Learning and Teaching - Budgeted cost: £131,407

Activity	Evidence that supports this approach
<i>Further develop intervention programmes to support literacy, numeracy and wellbeing. Purchase necessary resources for intervention programmes.</i>	<ul style="list-style-type: none"> Education Endowment Foundation (EEF) states this should have moderate to high impact, for low cost. EEF Mastery Learning, Small group tuition, reading comprehension, individualised instruction & Phonics.

Community Schools - Budgeted cost: £21,874

Activity	Evidence that supports this approach
<i>Parent workshops provided to support understanding of ways to support learning at home in phonics, spelling, reading and maths. Accompanying information guides to be made available on the school website.</i>	<ul style="list-style-type: none"> EEF Parental Engagement Estyn Guidance ~ 'Community Schools: families and communities at the heart of school life'. Welsh Government Guidance 2022: 'Community Focused Schools'.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations) Budgeted cost: £14,500

Activity	Evidence that supports this approach
<i>Emotional Literacy and Trauma Informed trained staff provides emotional and social support weekly and is released to attend supervision & networking sessions.</i>	<ul style="list-style-type: none"> Education Endowment Foundation (EEF): Staff interventions Social and emotional learning

Total budgeted cost: £ 167,781 (£5344 additional from school budget)

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 2024 to 2025 academic year.

Planned Activity	Impact
Learning support assistants support the delivery of high quality teaching and learning through the development of learning environments that have established routines and authentic experiences for pupils.	The indoor and outdoor environments provided wide and varied authentic experiences. Learners expressed themselves physically, creatively and imaginatively, both independently and with others. Learning Support Assistants facilitated learning effectively through skilled questioning and appropriate scaffolding, contributing to enriched and purposeful learner experiences.
Learning support assistants support the delivery of high quality teaching and learning through interventions for social emotional, literacy and numeracy which are identified and effectively tracked to support pupils to achieve their full potential.	The school's well-considered interventions align closely with the needs of pupils, including those who are eFSM. Leaders make effective use of diagnostic and tracking systems to identify barriers to learning and monitor progress robustly. As a result of tailored professional learning, staff have improved their capacity to deliver high-quality provision for disadvantaged learners. These actions contribute positively to strengthening pupils' engagement, progress and overall outcomes
Learning support assistants develop strong relationships in well organised learning environments with regular opportunities for pupils to collaborate so that they feel safe, happy and secure in school .	Enabling adults create emotionally safe and nurturing environments that enable learners to express and regulate their feelings effectively. Their consistent care, compassion and positive modelling foster trusting relationships with pupils. As a result, learners are better able to manage uncertainty and change and develop strong, respectful relationships with peers and adults. Well-established routines and clear emotional-development strategies help pupils feel safe, happy and secure in school, contributing positively to their wellbeing and engagement in learning.
Provision team continue to further develop a range of family engagement strategies and actions to improve	Clear lines of communication were established for families, with support provided by appropriate agencies. A well-established tracking

attendance and well being support for eFSM pupils	system monitored well-being, attendance and attainment for eFSM pupils. Pupil and family voice informed ongoing developments in family engagement. Close links with multi-agency partners ensured that families with individual needs received timely and effective support.
Early Years pedagogy is influenced by the non maintained curriculum guidance. Staff ensure that the three enablers are a focus for developing holistic learning for all pupils.	Early years pedagogy focused on the needs of the developing child through the five developmental pathways—belonging, communication, exploration, physical development and well-being. Enabling adults provided authentic and engaging experiences in well-established environments, resulting in holistic and meaningful learning for all children.

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
Mathletics	3 P Learning
Oxford Owl	Oxford University Press
Nelson Handwriting	Oxford University Press
Seesaw	Seesaw
Accelerated Reader	Renaissance
Flourish	Proton
Picture News	Picture News

Further information (optional)

The school has engaged with the Multiply project, National Numeracy Community Programme facilitating family learning courses with a focus on improving confidence and skills in Maths and Numeracy. A minority of families engaged in these opportunities, supporting them in readiness for school, numeracy skills and phonic skills to support positive reading habits at home.

The implementation of the LA Attendance Policy and pupil initiatives has been positive in marginal improvements in attendance across the school.

Rigorous monitoring of individual pupil attendance has facilitated regular engagement with families and access to additional support services.

Partnership working with the LA EWO has helped develop positive attitudes to school and understanding of the importance of being in school every day.