



"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
Priority 2	Enhance Marking and Feedback to Improve Pupil Progress
Priority 3	Enhance Welsh Language Immersion and Cultural Diversity throughout the school
Priority 4	Continue to promote and monitor the importance of attendance which challenges persistent absenteeism through bespoke support for vulnerable families to accelerate pupil progress

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	Let's always reflect on our work to help us to understand how to get better next time.
Priority 3	Make the school a fun place where everyone is included and celebrated for being different and develop speaking our beloved Welsh language in all areas of the school.
Priority 4	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 on pupils in 2023/2024

Activity Impact	Activity Impact
Learning support assistants support the delivery of high quality teaching and learning with a view to developing strong relationships so that pupils feel safe, happy and secure in school . Early interventions for social emotional, literacy and numeracy are identified and tracked for pupils to achieve their full potential and achieve targets set	High quality learning environment has been provided to support pupils' metacognition, growth mindset so that pupils have further developed their skills when working independently. Quality feedback has been effective in supporting pupils to move forward with learning and make progress over time. Identified interventions are well tracked so that pupils make the expected progress

Provision team continue to further develop a range of family engagement strategies and actions to improve attendance and well being support for eFSM pupils	<p>Clear lines of communication for families have been effectively used to identify and support families to work with appropriate agencies.</p> <p>Well established tracking systems for well being, attendance and attainment for eFSM pupils have been used highly effectively to support vulnerable families and further develop the necessary links with multi agencies.</p> <p>Family engagement sessions responded to parent/carer expectations and have been positively received with increasing attendance throughout the year.</p>
Staff identify, plan, undertake and evaluate support needed in Early Years to increase 'school readiness'	<p>Pupils in the early years have a highly effective enabling learning environment which is facilitated by skilled practitioners. Pupils are making strong progress in academic and social and emotional development, including children's ability to cooperate and socialise with other children; sustain attention and be confident about their parents/carers leaving them for the day; and motor control such as being able to use a knife and fork or hold a pencil.</p>

Detail	Data
School name	Blackwood Primary School
Number of pupils in school	376
Proportion (%) of PDG eligible pupils	25%
Date on which it will be reviewed	28.06.25
PDG Lead	Miss G Jones DHT
Governor Lead	Mrs H Rees Governor

The statement details the schools use of the PDG for 2024 -2025. It outlines the school's strategy and how we intend to spend the funding in this academic year.

Detail	Amount
PDG Funding allocation this academic year	117,300
EYPDG	49,450

Statement of intent

- The school effectively supports all pupils' emotional, health and social needs through a robust tracking system that identifies and provides well-considered support for pupils' physical and mental health and well being. Staff PL is well planned so that all pupils can engage positively with the school and benefit from the opportunities that it offers.
- Lessons and learning experiences are differentiated highly effectively through scaffolds and challenges where necessary, enabling all pupils to access the curriculum and make progress both in individual sessions and as part of a sequence of learning.
- Blackwood Primary provides high quality learning experiences that inspire pupils and raise their aspirations around future careers and the world of work, helping them to make informed choices through a progressive and authentic approach - 'me and myself, me and my country, me and my world'.
- The Inspire curriculum is highly effective in helping pupils understand the impact of both lifestyle choices and behaviors on their present and future mental and physical health and well-being.

Activity in this academic year

The details how we intend to spend our PDG this academic year to address the challenges listed above.

As a school we agreed to:

- Track and support progress in social and emotional development, reading, writing and numeracy.
- Use the schools agreed assessment process - Cohort Trackers and Provision Mapsto effectively plan, deliver and reflect on targeted provision.
- Use the school's robust 'self-evaluation' process through a range of listening to learners, book looks, formative and summative data.
- Use the schools agreed attendance tracking system focusing on eFSM and ALN pupils making strong connections with a range of multi-agencies.
- Use robust lines of communication through school to a range of multi agencies and families.
- Provide strong family engagement support through a range of strategies delivered by the FLO and parental engagement sessions.

Planned Activity	Success criteria	EAS or LA Grant	Funding source	Strand	Planned
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 environment, indoors and outdoors, provide wide and varied authentic experiences. Learners express themselves physically, creatively and imaginatively, both independently or with others. Learning Support Assistants facilitate effectively through questioning and scaffolds.	LA	PDG	Metacognition and self-regulation <i>High quality teaching and learning</i>	50,000
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.	Identified interventions are appropriate to pupil needs. Appropriate diagnostic and tracking systems are in place for eFSM pupils. Staff are provided with tailored PL to effectively deliver identified interventions for all disadvantaged learners.	LA	PDG	Metacognition and self-regulation <i>High quality teaching and learning</i>	25, 000
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 environments that support learners to express and regulate their feelings and behaviors in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change and develop strong relationships with their peers and adults. Routines are well established with clear strategies that support emotional development so that children feel safe, happy and secure in school.	LA	PDG	Communication and language approaches <i>High aspiration supported by strong relationships</i>	20, 752
Provision team continue to further develop a range of family engagement strategies and actions to improve attendance and well being support for eFSM pupils	Clear lines of communication for families with identified support from appropriate agency. Well established tracking system for well being, attendance and	LA	PDG	Parental Engagement Community Focused Schools	21,548

	attainment for eFSM pupils. Pupil and family voice used to further develop family engagement. Close links with multi agencies used to support families with individual needs.				
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 focuses on the needs of the developing child through five developmental pathways –belonging, communication, exploration, physical development and well-being. Enabling adults, provide authentic and engaging experiences in well established environments to provide holistic and meaningful learning for all children.	LA	EYPDG	Communication and language approaches <i>Early childhood play learning and care</i>	49,450