



Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2025 to 2026 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	Windsor Clive Primary School
Number of pupils in school	460 (inc.Nursery pupils)
Proportion (%) of PDG eligible pupils	71.9%
Date this statement was published	29/9/2025
Date on which it will be reviewed	March 2026
Statement authorised by	Cherrilynne Clee
PDG Lead	Cherrilynne Clee
Governor Lead	Alex McInch

Funding Overview

Detail	Amount
PDG (in EY) funding allocation this academic year	£359, 820

Part A: Strategy Plan

Statement of Intent

Our mission is ‘to provide every child with the chance to thrive and succeed every day.’

Our vision for the future is ‘focused on a relentless commitment to developing all pupils as ethical, ambitious and capable citizens who are ready to learn throughout their lives.’

PDG plays a pivotal role in supporting us to deliver the mission and vision of the school. Through well-targeted support for learning and wellbeing, we aim to reduce the gap between eFSM and non-eFSM pupils so that every child has the best opportunities.

We use PDG to have a range of additional support staff who are trained in delivering a range of interventions and support programmes that enhance children’s core skills in Literacy, Numeracy and Well-being.

School leaders and practitioners systematically identify pupils requiring additional support throughout the academic year and provide tailored support to address their needs.

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
<p>Improve the learning and wellbeing of eFSM pupils:</p> <ul style="list-style-type: none"> Establish 3 small group provisions (Hives) for eFSM pupils with Additional Learning Needs and barriers to learning e.g. ACEs 	<ul style="list-style-type: none"> Nearly all eFSM pupils to make good progress in Progress Reviews Improved wellbeing, attendance, resilience, self-regulation from eFSM pupils
<p>Improve the attendance of eFSM pupils:</p> <ul style="list-style-type: none"> Establish attendance team of Assistant Headteacher, office admin, attendance officer and family engagement officer to support eFSM families with attendance concerns 88.6 - 91.9 	<ul style="list-style-type: none"> Attendance rates for eFSM pupils will improve from below 90% to at least 90.5% for 2025-2026. Narrow the gap between eFSM attendance and non-FSM attendance from 2.3% (2024 - 2025) to 2% for 2025-2026.
<p>Improve provision of ALN pupils who are eFSM:</p> <ul style="list-style-type: none"> Assistant Headteacher/ALNCo non-contact time to ensure appropriate support for eFSM pupils who are ALN 	<ul style="list-style-type: none"> Nearly all ALN pupils who are eFSM make at least good progress in their learning All ALN eFSM pupils receive appropriate support related to their individual needs
<p>Improve engagement with eFSM families:</p> <ul style="list-style-type: none"> Full-time Family Engagement Officer to support eFSM families 	<ul style="list-style-type: none"> At least many (70%) of eFSM parents/carers engage in activities that support their child's education
<p>Improve the Literacy and Numeracy skills of eFSM pupils:</p> <ul style="list-style-type: none"> Three full-time teaching assistants to provide targeted support for Literacy and Numeracy interventions to eFSM pupils 	<ul style="list-style-type: none"> Most eFSM pupils (90%) make at least good progress in interventions
<p>Improve teaching and learning experiences for eFSM pupils:</p> <ul style="list-style-type: none"> Deputy Headteacher non-contact time to continue to review concept based curriculum to reflect needs and experiences of eFSM pupils Funding used to improve provision and experiences for eFSM pupils through health and wellbeing activities (Cardiff City football sessions), expressive arts (whole school visit of a visiting Theatre), music lessons and contribution to reduce costs for Year 6 residential to Llangrannog 	<ul style="list-style-type: none"> Most eFSM pupils (90%) make at least good progress in developing their Literacy, Numeracy and Digital skills Improved health and wellbeing for most eFSM pupils Most eFSM pupils (90%) to make at least good progress in maths and numeracy

Activity in this academic year

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

Spending Activity	Allocated Funding
Assistant Headteacher / ALNCO – attendance lead	£22,519
Assistant Headteacher ALNCo – ALN provision for eFSM pupils	£15,015
Deputy Headteacher – concept curriculum	£49, 273
HLTA – Hive 3 small group for eFSM interventions	£33,323
HLTA – Hive 2 small group for eFSM interventions	£32,585
HLTA – Hive 1 small group for eFSM interventions	£29,878
Office Admin – attendance support	£21,548
Family Engagement Officer	£15,644
TA for literacy and numeracy interventions	£24,078
TA for literacy and numeracy interventions	£24,300
TA for literacy and numeracy interventions	£24,258
Additional TA for Nursery Spring Term 2026	£7,800
Abacus Maths Scheme	£1,785
Theatre school visit	£1,676
Cardiff City Football	£4,640
Year 6 Residential to Llangrannog	£2,145
Total	£276, 130

This details how we intend to spend our EYPDG **this academic year** to address the challenges listed above.

Spending Activity	Allocated Funding
TA – Reception	£27,000
TA – Reception	£27,000
TA – Nursery (summer term 2024 only)	£7800
TA – Nursery	£23,468
Total	£85,268

Learning and Teaching

Budgeted cost: £134 436

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> Improve the Literacy and Numeracy skills of eFSM pupils: <p>Three full-time teaching assistants to provide targeted support for Literacy and Numeracy interventions to eFSM pupils</p> <p>Four full-time teaching assistants in Early Years to provide targeted support for Literacy and Numeracy for eFSM pupils</p>	<p>Progress Review data from July 2025 shows a minority of eFSM pupils are outperformed by non-FSM pupils in Literacy and Numeracy in nearly all year groups.</p> <p>In Early Years, many pupils start school will very low Literacy and Numeracy skills.</p>

Community Schools

Budgeted cost: £59,711

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> Improve the attendance of eFSM pupils: <p>Establish attendance team of EHW lead teacher, office admin, Attendance officer and family engagement officer to support eFSM families with attendance concerns</p>	<p>Attendance data from 2024-2025 shows a 2% gap between eFSM and non-FSM attendance.</p>
<ul style="list-style-type: none"> Improve engagement with eFSM families: <p>Full-time Family Engagement Officer to support eFSM families</p>	<p>Many parents/carers have limited skills to actively engage in school life and support their child's education.</p>

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

Budgeted cost: £165,673

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> Improve provision for ALN pupils who are eFSM: <p>ALNCo non-contact time to ensure ALN pupils who are eFSM have appropriate provision to develop their literacy and numeracy skills</p>	<p>Progress Review data from July 2025 shows that a minority of ALN eFSM pupils do not make enough progress in literacy and numeracy.</p>

<p>3 x HLTAs to run Hive small group provisions for ALN pupils who are eFSM</p>	
<ul style="list-style-type: none"> • Improve provision of ALN pupils who are eFSM: <p>ALNCo non-contact time to ensure appropriate support for eFSM pupils who are ALN</p>	<p>The implementation of the ALN code has identified a few eFSM pupils who require additional support. A very few eFSM pupils require enhanced support and funding to enable them to access mainstream education.</p>
<ul style="list-style-type: none"> • Develop a progressive curriculum that meets the needs and interests of eFSM pupils: <p>Deputy Headteacher non-contact time to develop a progressive concept curriculum to develop skills, knowledge and understanding of eFSM pupils</p>	<p>National reform agenda for having a progressive curriculum that builds on pupils' skills, knowledge and understanding.</p>
<ul style="list-style-type: none"> • To raise aspirations and improve experiences for eFSM pupils: <p>Funding used to improve provision and experiences for eFSM pupils through health and wellbeing activities (Cardiff City football sessions), expressive arts (whole school visit to Sherman Theatre) and maths and numeracy (new maths scheme of work)</p>	<p>Many eFSM pupils lack experiences and aspirations outside of school. Many do not participate in sport or drama clubs. A few eFSM pupils lack basic maths skills.</p>

Total budgeted cost: £361 698

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:

For the targeted eFSM pupils, most made good progress from a low baseline. Following reviews of Year 1-Year 6 assessment data, many eFSM pupils are now in line with their peers in literacy and numeracy. 92% of targeted pupils have moved up a level in 'Thrive' (emotional health and wellbeing programme). All teaching assistants have received appropriate training. The schools 'Hives' for pupils in Year 1-6 supports their emotional and health and wellbeing development and all of these pupils have made good progress in their wellbeing assessments and in core areas of learning.

This provision has ensured a higher number of pupils have had more intense support for their wellbeing and learning. For instance, pupils can attend the class for short periods during each day rather than receiving an intervention only weekly.

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
Thrive	The Thrive Approach
Catch up reading	Catch up Literacy
Toe-by-Toe	Toe-by-Toe
Lego Therapy	Lego
Precision teaching	Bespoke to the child
Dyslexia Gold	Reading Unlocked