

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	Kitchener Primary
Number of pupils in school	422
Proportion (%) of PDG eligible pupils	27%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	D Heryett
PDG Lead	D Cadogan
Governor Lead	Saira Bano

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£127,659
Total budget for this academic year	£2,062,119

Part A: Strategy Plan

Statement of Intent

Ensure that all teachers have a clear understanding of eFSM pupils in their class and Plan a curriculum to meet their needs as well as provide support/challenge.

Continue to involve all school community members to take part in a collaborative Self-evaluation cycle to understand the progress FSM pupils are making across the school.

- Support learning through intervention and challenge.*
- Continue to monitor eFSM pupils' attendance - community coach and school attendance officer to support families where attendance has dropped below 80%.*

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
<ul style="list-style-type: none"> • Improve the quality and consistency of teaching so that it meets the needs of all learners. • Plan for professional learning workshops focusing on language acquisition. Once a half term, view rich oracy tasks to see oracy progression across the school as well ensure speech clarity is evident. • Plan for professional learning workshops with a focus on active listening and what high quality listening looks like. Unpick why our pupils find listening to understand and respond difficult, implement strategies accordingly. • Track and moderate the progress of oracy across the school. Look at Bell Foundation to track progress of pupils alongside needs assessment criteria. Ensure teachers are using the documents to plan next steps • Plan for professional learning workshops with a focus on assessment and feedback and how these can be established to enable pupils to deepen their understanding of how they are successful and their next steps in learning. • Review inclusive learning environments ensuring they reflect the diversity of KPS, all learning environments need to 	<p><i>Nearly all pupils make good progress in their expressive language skills across a range of opportunities and audiences.</i></p> <p><i>Most pupils are able apply listening skills over an increasing range of contexts.</i></p> <p><i>Most pupils are able to reflect on their learning and share their next steps.</i></p> <p><i>Nearly all pupils feel valued and included in school life. Nearly all pupils feel learning environments reflect them and their identity.</i></p>

be designed based on research (clever classrooms).	
<i>Improve the quality of the curriculum</i>	<i>The curriculum reflects the rich diversity of Kitchener Primary School providing a sense of belonging for all.</i>
<i>Improve the quality and consistency of teaching so that it meets the needs of all learners.</i>	<i>The quality of teaching meets the needs of nearly all eFSM learners.</i>
<i>Ensure staff are aware of eFSM pupils - their stage of development, next steps and strategies needed to help make good / better progress.</i>	<i>eFSM pupils making good progress in all areas of learning.</i>
<i>Improve attendance for eFSM pupils</i>	<i>Improved attendance, with little or no difference from none FSM</i>

Activity in this academic year

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

<p>Thrive – update training</p> <p>Language interventions lead - screening cohorts and planning next steps.</p> <p>Kagan training for teachers and LSAs. Improve social and emotional communication, improve vocabulary to further improve quality of LLC. Release EAL lead to support LSAs and new teachers who have missed previous training.</p> <p>Community coach - monitor attendance, support vulnerable families, be involved in pupil progress meeting data for attendance.</p> <p>Tuck Shop / Classroom Healthy Snacks – Promote and establish pupils awareness and consumption of healthy eating / promote and embed community involvement and engagement in the tuck shop.</p> <p>Place 2Be – Counselling service / therapist – time to talk. Dedicated Place2Be mental health professional who will work closely with pupils,</p>

families and staff to improve emotional wellbeing and provide evidence based mental health services for the whole school community.

Learning and Teaching

Budgeted cost: £127,659

Activity	Evidence that supports this approach
<p>Thrive and Well being support.</p> <p>Interventions Lead</p> <p>Language development Lead</p> <p>Kagan Training – 1 Day for New teachers and all LSA's.</p> <p>Releasing staff to assess children on language links, maths factor, PM bench marking, compact profiling.</p> <p>Place 2 Be</p> <p>Healthy tuck shop / healthy snack</p>	<p>Improved social and emotional literacy, communication with pupils to self-regulate with pupils and through family thrive. Improved interaction from parents to support their child in the early years (Nursery/Rec)</p> <p>Speech and language interventions improving speech clarity, communication and understanding of receptive language.</p> <p>Improved understanding of data, what data is showing, use LL to indicate who needs intervention, better awareness of strategies to use in class. e.g. importance of visuals to communicate.</p> <p>evidence based mental health services improve emotional wellbeing.</p> <p>Improved diet and health benefits both physical and mental health development.</p>

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

Activity	Evidence that supports this approach
<p>Continue to develop a rigorous SE cycle and ensure that all staff understand the progress FSM pupils are making in their class.</p>	<ul style="list-style-type: none"> • All FSM pupils will be identified on data capture sheet, a separate group to monitor progress from their starting point. • Teachers will discuss FSM pupils and their progress, as individuals and as a group of learners, within their Pupil Progress meetings. • Teachers will liaise with PP facilitator should FSM pupils not be making expected progress.
<p>Ensure that SLT have a clear understanding of the progress made by FSM pupils across the school.</p>	<ul style="list-style-type: none"> • SLT will be able to discuss the progress of FSM pupils from their year groups, both as individuals and as a groups of learners. • SLT will have a whole school overview of the progress of FSM pupils. Equity lead to provide this.
<p>Ensure that staff use our data capture sheet</p>	<p>Teachers will have thorough knowledge of PDG pupils within their class and the progress they are making.</p> <p>Teachers will use their data capture sheet/tracker and pupil books/outcomes to monitor the progress of FSM pupils and ensure that those not making expected progress in relation to their starting point will be actioned quickly.</p>
<p>FSM pupils attendance is monitored closely and improves in line with targets set for individuals.</p>	<p>Attendance of all eFSM pupils will be monitored every three weeks.</p> <p>Staff to notify community coach regarding concerns over attendance of eFSM pupils.</p> <p>HT to report the attendance of eFSM pupils to the Governing Body in GB.</p>
<p>Targeted intervention Staffing costs:</p>	<p>Speech and Language:</p> <ul style="list-style-type: none"> • To provide Speech and Language Link to children across the school who require it to enable them to access the curriculum

	<p>Reading interventions:</p> <ul style="list-style-type: none"> • To provide focused interventions to individuals and groups of children who require additional support to accelerate their progress in reading. <p>Maths support:</p> <ul style="list-style-type: none"> • To provide additional maths support for pupils to ensure they make progress from their starting point. <p>Emotional Support:</p> <ul style="list-style-type: none"> • To support children with specific emotional needs to access the curriculum, through providing nurture and specific check in and check out provision.
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Total budgeted cost: £127,659

Part B: Review of outcomes in the previous academic year

PDG outcomes

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	
Language Links	
Speech Links	
PM benchmarking	
Basic number screening	
WELLCOMM	
Maths Factor.	
Kagan Strategies	
Place 2Be	