

Rogerstone Primary

Grants 2025 / 2026

Pupil Development Grant	61,106
Early Years Pupil Development Grant	10,350
Standards	222,856
ALN	10,532
Professional Learning	9364
WEG	2343

Pupil Development Grant 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	Rogerstone Primary
Number of learners in school	473
Proportion (%) of PDG eligible learners	44
Date this statement was published	14.11.25
Date on which it will be reviewed	31.3.26
Statement authorised by	Bev Cole
PDG Lead	Mairi Dunn
Governor Lead	Marc Batten

Funding Overview

Detail	Amount
PDG funding allocation this academic year	61,106
EYPDG funding allocation this academic year	10,350
Total budget for this academic year	71,456

Part A: Strategy Plan

Statement of intent

- All learners are socially and emotionally thriving demonstrating readiness to learn.
- High quality teaching & learning meets the individual needs of all learners.
- High expectations ensure strong progress for learners
- All learners receive support and interventions closely matched to individual need. Barriers are removed and success in learning achieved.
- All learners make progress from their starting point.

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
Teaching & Learning – literacy interventions to support reading	<p>All identified pupils, receiving the intervention, make progress with reading from their identified starting point</p> <p>Identified pupils make progress and are using a range of reading strategies. Parents have option to attend reading sessions to help support their child. 9 parents attended a reading session in school on 10.11.25.</p>
Wellbeing, Care Support and Guidance	<p>Wellbeing resources are effectively used to support individuals and groups within class. Wellbeing surveys indicate most pupils feel safe and happy in school and know who to talk to if worried. Tracking system is updated and supports individuals. Parents are engaging with school when they are concerned about their child</p> <p>LRB pupils are able to complete basic life skills developing independence in line with their needs and improved communication and social skills</p> <p>ELSA is supporting individual pupils. Pupils indicate they feel more able to manage and are happier after support</p> <p>All staff planning for resilience activities as part of Rogerstone Essentials. All staff following agreed pillar ie competence and then coping. All staff agree the school definition of resilience Workshop completed to launch focus with pupils in school. All</p>

	pupils able to talk about things they are good at
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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

HLTA and a L3TA to deliver intervention programmes. ELSA Whole school PL time for Resilience Purchase of RISE resilience licence

Total budgeted cost: £71,456

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.

Activity	Impact
Embed Trauma training as a whole school approach, including the development and use of outdoors to support wellbeing. TLR 3 developing and monitoring use of outdoors. Wellbeing resources effectively used to support individuals and groups within class. Parents are engaging with school when they are concerned about their child LRB pupils are able to complete basic life skills developing independence in line with their needs and improved communication and social skills	Trauma practices are embedded across the school and all classes adopt the meet and greet procedure, in addition to a daily meet and greet by SLT at the school gate. The outdoors is being used to support learning and many classes report they are using for lessons and can explain what it was used for. Many pupils could offer ideas on how it could be used further. Most pupils report they are happy in school. Year group wellbeing resources are used for whole class and individual support Wellbeing surveys indicate most pupils feel safe and happy in school and know who to talk to if worried. Tracking system is updated termly and highlights individuals of concern. Most pupils identified have been discussed and many are receiving support / meetings with parents. LRb provision and planning has a holistic focus including academic, wellbeing and life skills. All focus on independence, including hanging up coats, putting on / off shoes, using resources and developing play and communication skills

<p>Developing life skills within LRB including cooking, gardening and life trips.</p> <p>ELSA is supporting identified pupils impacting on how individual pupils feel and providing strategies to support emotional regulation. ELSA attends supervision and is able to apply skills and strategies to support individual pupils.</p> <p>Focus support for identified individuals to develop early reading skills using a range of reading strategies and working closely with parents.</p> <p>Focus on developing language in conjunction with reading to support understanding and communication.</p>	<p>ELSA supported 32 pupils in the period of Apr 24 - Mar 25</p> <p>Pupils indicate they feel more able to manage and are happier after support. After sessions questionnaire show that all pupils feel the sessions have 'helped quite alot or very much indeed'</p> <p>Reading intervention supported 100 pupils</p> <p>99/100 made progress, with most making expected progress for them based on their starting points.</p> <p>Reading sessions focus on decoding strategies and comprehension. Progress noted is based on % accuracy and comprehension</p> <p>BL questioning is used to support specific pupils both in class and in intervention sessions. This has ensured that the appropriate level / type of question is asked, developing confidence in answering</p>

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
N/A	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.

Other Grants

Grant Funding

The school's grant plans are regularly scrutinised by the Governing Body, supported by advice from the EAS (Educational Achievement Service) and monitored by the Local Authority.

Standards Grant

The purpose of this grant is to improve the quality of teaching & learning, address learners' barriers to learning and improving inclusion, improve leadership and improve the provision for learners and the engagement of learners.

The total allocation of EIG funding for **April 2025 - March 2026 is £222,856.**

We use this grant towards:

- Employing 6 X Teaching Assistants to support teaching and learning of Literacy, Language & Communication and Maths & Numeracy across progression Step 1 & 2.
- Afternoon support from a HTLA in Y2 and a L2 TA in reception daily

Professional Learning for Teachers Grant

The purpose of the PL grant is to support the teaching profession to understand, embrace and develop the national programme of curriculum reform.

The total allocation of PL funding for April 2025 - March 2026 is £9,364

We are using this grant to:

- fund release time for Professional Learning Leader & Strategic Leadership Team members to work on curriculum development
- Improve assessment procedures.
- Identify and deliver staff training.

Additional Learning Needs Reform Grant (ALN)

This grant supports schools in their implementation of the national ALN Reform Programme.

The total allocation of ALN funding for April 2025 - March 2026 is £10,532

The school undertakes the following activities in order to support pupils:

- Release time for ALNCo to attend ALN training and ALN cluster meetings.
- Time to plan staff training and updates on Edukey & school/cluster initiatives.
- Release time to ALNCo to complete role in school

Welsh Education Grant (WEG)

This grant supports English medium schools in raising standards the Welsh language.

The total allocation of WEG funding for April 2025 - March 2026 is £2, 343.

The school undertakes the following activities in order to support pupils:

- Release time for Welsh leader to undertake planning, monitoring, review and evaluation activities and engage in cluster meetings
- Professional learning for staff