Rogerstone Primary

Grants 2026 / 2027

Pupil Development Grant	**60950**
Early Years Pupil Development Grant	**6900**
Standards	**231253**
ALN	**9988**
Professional Learning	**9522**
WEG	

Pupil Development Grant Statement

This statement details our school's use of the PDG for the 2026 to 2027 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	462
Proportion (%) of PDG eligible learners	65 (14%)
Date this statement was published	15,6.26
Date on which it will be reviewed	31.3.27
Statement authorised by	Bev Cole
PDG Lead	Mairi Dunn
Governor Lead	Marc Batten

Funding Overview

Detail	Amount
PDG funding allocation this academic year	**60950**
EYPDG funding allocation this academic year	**6900**
Total budget for this academic year	67850

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 needs. 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 Interventions support pupil progress	All identified pupils, receiving the intervention, make progress with reading from their identified starting point Identified pupils make progress and are using a range of reading strategies with appropriate comprehension.
Early Years parental engagement sessions	3 separate sessions held for parents for reading, phonics and maths Reception to Y2 at 2 different times. Parents feel more confident in understanding the approaches and supporting their children
EY staff observing and sharing of good practice	Each teacher and TA has opportunity to observe at least once in another year group. EY team share findings and thoughts with each other. Strengths in the learning environments noted and agreed ways forward recorded and actioned via a 4Is evaluative document
Wellbeing, Care Support and Guidance Further refinement and embedding of whole school approach to developing resilience using the RISE programme	Most pupils are able to discuss the resilience strategies used in every day life with examples. Visuals and language used are consistent. Questionnaire demonstrates improvements across focus areas and supports identification of areas of focus

Pupils have opportunity to engage in a range of activities that develop personals skills and independence Identified pupils access ELSA intervention supporting wellbeing	LRB pupils are able to complete basic life skills developing independence in line with their needs and improved communication and social skills ELSA is supporting individual pupils. Pupils indicate they feel more able to manage and are happier after support. Min 4 pupils supported per week to at least maintain waiting list number

Activity in this academic year

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

1. LRB independent life skills development and experiences
2. ELSA
3. LLC,Reading and MD intervention
4. EY parent information sessions
5. EY staff observation and sharing of practice
6. HLTA and a L3TA to deliver intervention programmes.

Total budgeted cost: £ 67850

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 2025 to 2026 academic year.

Activity	Impact
1. LRB pupils are able to complete basic life skills developing independence in line with their needs and improved communication and social skills	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 Pupils also have a range of experiences that support wider life skills eg cooking, tasting a range of foods, planting
2. ELSA is supporting identified pupils impacting on how individual pupils feel	ELSA supported 24 pupils in the period of Apr 25 - Mar 26

and providing strategies to support emotional regulation. ELSA attends supervision and is able to apply skills and strategies to support individual pupils. 3. Focus support for identified individuals to develop early reading skills using a range of reading strategies and working closely with parents. 4. Delivery of PL for all staff based on the RISE programme, focusing on identified pillars 5. RISE programme purchased	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' Reading intervention supported 110 pupils, with the majority being delivered 1:1 or small group 109 made progress, with most making expected progress for them based on their starting points and needs. Reading sessions focus on decoding strategies and comprehension. Progress noted is based on % accuracy and comprehension There have been 13 PL sessions over the past 12 months with a focus on developing resilience using the RISE programme. The whole school approach to introducing and developing one pillar at a time has supported the embedding of the ethos of each pillar. Nearly all pupils can discuss how they have been resilient and how it has helped them in situations at home and school to be able to persevere, 'bounce back' and keep going. Establishing a visual to demonstrate the 'size of the problem' has helped staff and pupils clarify what may need adult help and what can be resolved on their own.

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
RISE	EdPsychEd

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 2026 - March 2027 is £231,253**

We use this grant towards:

- Employing 5 X Teaching Assistants to support teaching and learning of Literacy, Language & Communication and Maths & Numeracy across progression Step 1 & 2.

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 2026 - March 2027 is £9522

We are using this grant to:

- fund release time for Professional Learning Leader & Strategic Leadership Team members to work on curriculum development
- Develop leadership experiences
- 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 2026 - March 2027 is £9988

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

- Release time for ALNCo to attend ALN training, ALN cluster meetings and LRB forum.
- Time to plan staff training and updates on Edukey & school/cluster initiatives.
- Release time to ALNCo's 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 2026 - March 2027 is £

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