



Radnor Primary School - Ysgol Gynradd Radnor

Pupil Development Grant School Statement 2025 to 2026

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	Radnor Primary School
Number of learners in school	218
Proportion (%) of PDG eligible learners	13.76%
Date this statement was published	15 th September 2025
Date on which it will be reviewed	May 2026
Statement authorised by	
PDG Lead	Louise Williams
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£56,350
	£11,390 (additional)
Total budget for this academic year	£67,740

Part A: Strategy Plan

Statement of intent

Radnor Primary School's mission is "Together we can do our best".

We are committed to providing the children and their families being supported with experiences, activities and provision to allow them to develop both the knowledge, skills and understanding to aid learning and tools for establishing positive emotional and mental health and wellbeing.

The plan will provide opportunities:

- to improve literacy skills with a focus on reading and spelling
- to enable parents/carers to support their children in learning at home.
- to support vulnerable learners in further developing their social skills.

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
To improve pupils' literacy skills, focusing on reading and spelling, for our most vulnerable learners (ALN, EAL and PDG)	The newly purchased monster phonics decodable books, superhero spelling resources and existing book band readers support learners in making progress in their reading and spelling skills.
To provide family learning sessions to enable parents/carers to support the children at home	A variety of family learning sessions have been attended by parents/carers of the children being supported and there is an increased confidence in supporting key elements of learning at home.
To support vulnerable learners (ALN, EAL, PDG, CLA) learners in developing their social skills	The new social skills room is utilised by staff for whole class, small group and focused intervention sessions and vulnerable learners (CLA, ALN, PDG, EAL) improve their social skills with a particular focus on listening, sharing, taking turns and problem solving.

Activity in this academic year

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

- Invest in Monster Phonics Superhero spelling and decodable readers.
- Organise existing resources to ensure suitable book band books are available.
- Provide professional learning for staff on superhero spelling
- Provide professional learning for staff on social skills.
- Invest in resources to set up a social skills room in the wellbeing hub.
- Release for staff to deliver family learning sessions.

Learning and teaching

Budgeted cost: £11,019

Activity	Evidence that supports this approach
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<p>To purchase Monster Phonics decodable books and professional learning</p> <p>£2970</p>	<p>The school had a reading audit with Dr Jane Carter (Bristol University and Gordan Bell (CSC).</p> <p>Feedback indicated the learners could be further supported in developing their early reading and phonic skills by having access to decodable texts.</p> <p>Listening to learners reading highlighted learners were using phonics to support reading, however not all texts supported this reading strategy.</p>
<p>To purchase Monster Phonics – Superhero spelling</p> <p>£349</p> <p>Additional TA Support</p> <p>X3 days per week for 1.5 terms</p> <p>@£8000</p>	<p>To follow on from the implementation of Monster phonics in 2024-2025 and to support vulnerable learners in further developing their spelling skills, the school will introduce this programme.</p> <p>The programme is designed to build on phonics knowledge and embed essential spelling rules.</p> <p>The programme is interactive, with a mix of age-appropriate activities that promote active learning. Children also benefit from partner work and talk time to reinforce their learning.</p> <p>It supports all learners through a blend of visual, auditory, and kinaesthetic approaches.</p>

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £2000

Activity	Evidence that supports this approach
Family learning sessions	In house intervention data highlights the positive impact school led programmes have on learner outcomes and emotional health and wellbeing. Utilising the expertise of staff in the school to support families will support learner outcomes further and empower families.

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
To establish a social skills hub with a focus on a lego play therapy focus.	<p>In house intervention data highlights the positive impact school led programmes have on learner outcomes and emotional health and wellbeing.</p> <p>Lego therapy is a play-based piece of intervention which focuses on developing collaborative play skills. It is predominately used with children who have Autism or social interaction difficulties. However, it can be used with all children.</p> <p>Lego therapy works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing.</p>

Total budgeted cost: £15,019

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
To improve pupils early reading and phonic development	<p>There has been significant improvement in early reading and phonics in Rec-Y2 for nearly all learners.</p> <p>Very good progress was made across Reception to Year 2 overall. There are no significant gaps between learners when comparing boys, girls, FSM, EAL and ALN learners</p>
To provide family learning sessions to enable parents/carers to support the children at home.	<p>Family learning course - Keeping up with the Kids, a 10-week course has been facilitated although engagement is low.</p> <p>Monster phonics open mornings/afternoons took place in in January and were attended by around 1/3 of parents/carers. Online modules have been shared with parents.</p> <p>Wellbeing at Radnor Coffee mornings continued and attendance was around 10-15% of the school community.</p> <p>Ready, Steady Write and White Rose open mornings/afternoons will took place in Summer 1 and attendance was at least 60% engagement.</p>
To have a member of staff who has completed the Diploma in Trauma and Mental Health Informed schools and communities.	<p>DHT/ALNCo has completed the trauma informed training and has delivered training to all staff to further support behaviour management – connect before correct and staff have a very good understanding of what ACEs is.</p> <p>DHT/ALNCo has run sessions with both identified learners and parents.</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
Monster Phonics	Monster Phonics
Ready Steady Write	Literacy Counts