



Pupil Deprivation Grant Statement 2025/26

It outlines our strategy, how we intend to spend the funding this academic year, and the effect that last year's spending had on our school.

School Overview

Detail	Data
School name	Oldcastle Primary
Number of learners in school	402
Proportion (%) of PDG eligible learners	7.7%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ceri Littlewood
PDG Lead	Lyndsey Hodgson
Governor Lead	Damian Faulkner

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£56 687

Part A: Strategy Plan

Statement of intent

Our ultimate objective is to ensure that all pupils, regardless of their background or the challenges they may face, make significant progress and reach their full potential across all Areas of Learning and Experience (AoLE). This includes fostering high attainment for every student, particularly focusing on those from disadvantaged backgrounds through targeted support under our Pupil Deprivation Grant (PDG). We are committed to enabling disadvantaged pupils to achieve their highest possible standards, ensuring that progress is not limited to those who need the most support but also includes those who are already high attainers.

The core of our strategy is rooted in high-quality teaching, particularly in areas where disadvantaged pupils need the most assistance. Evidence shows that this approach is the most effective in closing the attainment gap and benefiting non-disadvantaged pupils. As part of our holistic approach, we aim to sustain and improve the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

Our strategy aligns closely with broader school improvement plans, providing targeted interventions in language development, community engagement, well-being, and essential life skills like money management. These interventions are designed to support both disadvantaged and non-disadvantaged pupils, especially those whose education has been disrupted or affected.

To achieve these objectives, our approach is responsive to common and individual challenges, grounded in ongoing, robust assessments. The principles guiding our strategy include:

- **Challenging Expectations:** Ensuring that all pupils, particularly disadvantaged ones, are challenged in the work they are set.
- **Timely Intervention:** Acting early to provide interventions as soon as a need is identified.
- **Whole-School Responsibility:** Adopting a whole-school approach where all staff share responsibility for the outcomes of disadvantaged pupils, while fostering high expectations of what they can achieve.

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
Improved reading attainment among disadvantaged pupils	Reading Proficiency: We will see a measurable increase in the percentage of pupils reading at or above their chronological age. This progress will be demonstrated through regular reading assessments. Closing the Gap: We will reduce the attainment gap in reading between disadvantaged pupils and their non-disadvantaged peers. This will be confirmed by both internal assessments and external benchmarks. Reading Skills: We will see pupils make significant gains in core reading skills, including comprehension, inference, and vocabulary. This will be evidenced through ongoing formative assessments and feedback. Engagement: We will increase pupils' engagement with reading. This will be shown through higher participation in reading-for-pleasure initiatives. Sustained Progress: We will ensure pupils maintain and build upon their reading attainment across consecutive terms.
To enhance students' spelling proficiency throughout the school, leading to a higher standard of work and an increase in their spelling ages.	To improve pupils' spelling, we aim for a marked improvement in spelling ages, which will be demonstrated through standardised assessments. A key indicator of success will be pupils' ability to accurately and consistently use high-frequency words in their writing. This progress will be monitored through formative and summative assessments, as well as regular teacher observations. Ultimately, we expect to see pupils confidently apply their spelling knowledge in context, significantly reducing spelling errors in their independent writing.

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To raise and maintain attendance for students below 92%, with a particular focus on the disadvantaged.	Improve the attendance of pupils with a rate below 92% or who are persistently absent by implementing additional, targeted support. Maintain the effectiveness of the current attendance policy and ensure the "Attend to Achieve" campaign remains a core part of our school culture. Continue to accurately identify at-risk students early on, ensuring they receive effective and personalised support plans that lead to measurable improvements in attendance. Regularly review and adjust support plans to address ongoing attendance barriers and ensure their continued effectiveness.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Our target is to see continued measurable improvement in the academic performance of pupils eligible for the Pupil Development Grant (PDG). We will achieve this by increasing the number of PDG pupils who meet or exceed expected progress and attainment levels. Provide targeted small-group interventions led by our PDG leads, focusing on literacy and numeracy skills for those children who are below. Monitor pupil progress and well-being through regular check-ins with our Well-being Champion and Family Engagement Officer to identify and remove any barriers to learning. Enhance and expand our curriculum with a focus on outdoor and community-based learning to increase engagement and provide rich, practical learning experiences for PDG pupils.

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To further establish our school as a central part of the wider community,

The school is recognised as a central hub within the community, with increased engagement and participation from local residents in school-led initiatives. Strong partnerships are established with Baobab and other community organisations, resulting in regular joint activities, such as food growing and cooking programs that benefit the school and the wider community.

A significant increase in community involvement in outdoor learning activities, with regular events held at the school that promote environmental awareness and practical learning experiences.



Activity in this Academic Year

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

Learning and teaching Budgeted cost: £ 30000
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Activity	Evidence that supports this approach
Improved reading attainment among disadvantaged pupils	To ensure the highest quality of reading instruction, we will refine and enhance our individual and guided reading sessions across all classes. We will provide teachers with additional training, incorporating best practices from high-performing schools. To help more pupils exceed their reading age, we'll develop independent learning tasks that promote critical thinking and challenge. We will also maintain PDG Lead positions to focus on closing the attainment gap for disadvantaged learners. We will continue to refine our bespoke learning program to give all pupils the best possible education and outcomes. This involves implementing targeted intervention programs and equipping teachers with extra training and resources to support PDG pupils in the classroom. We'll regularly review these programs' effectiveness and adapt our strategies based on what's working best for student progress.
To improve spelling proficiency across the school, thereby enabling students to achieve a higher standard of work and contributing to an increase in their spelling ages.	Staff will systematically teach targeted pupils the 100/200 high-frequency words through weekly, tailored spelling lists. Sessions will use interactive activities, games, and flashcards to make learning engaging and boost memory. In Years 3-6, pupils will focus on age-appropriate high-frequency word lists aligned with their developmental needs. These lists, tailored from the curriculum based on recent data, will be integrated into weekly literacy lessons. Teachers will emphasise the correct use of these words in all writing tasks, helping pupils apply their knowledge in context.



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: £ 16,687 **This is partially grant-funded and some from PDG.**

Activity	Evidence that supports this approach
To further establish our school as a central part of the wider community,	To further establish our role as a central community hub, we will develop a robust plan led by our SLT, new Family Engagement Officer, PDG lead, and Wellbeing Champion. They will work together to forge new partnerships, including links with Baobab, Brynteg School, and Heronsbridge School, to enable collaborative projects like community food growing and cooking programs. We will also continue to invite the community into our school to enhance outdoor learning and expand our parent-organized food hub, providing affordable food to our neighbors. We will work with the Local Authority and Community Focused Schools Family Engagement Officers to further develop our community work.



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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach
To raise and maintain attendance for students below 92%, with a particular focus on the disadvantaged.	We've successfully implemented a new attendance policy starting in September 2024, which clearly defines expectations and consequences. We are regularly monitoring its impact and adjusting our strategies to maximise effectiveness. To reinforce the policy, we distributed "Attend to Achieve" letters at the start of each term, highlighting the direct link between attendance and academic success. This will continue for all pupils. We have accurately identified at-risk students early on and will implement personalised support plans. These targeted interventions/ support will result in measurable improvements in attendance for the students who received them. We will also regularly review these plans to ensure they remain effective and are adjusted as needed to address ongoing attendance barriers.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	The Wellbeing Champions will support pupils by addressing their academic and life skills needed to bridge the learning gap. Through a combination of targeted interventions in literacy and mathematics, the lead will work closely with teachers, parents, and support staff to develop customised strategies that cater to each pupil's unique requirements.

Total budgeted cost: £ 56,687

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 2023 to 2024 academic year.

Activity	Impact
1. Improved reading attainment among disadvantaged pupils	Our analysis shows clear progress in the school's reading program. With 82% of pupils in Years 2-6 now on target , our current strategies are proving effective. The overall positive trend in student progress, including all students making gains according to WAG data, confirms that our reading initiatives are on the right track. This provides a strong foundation for future improvements. This target will continue to enhance pupils' reading achievement further.
2. To enhance students' spelling proficiency throughout the school, leading to a higher standard of work and an increase in their spelling ages.	Our analysis shows clear progress in the school's spelling programs. With 82% of pupils in Years 2-6 now on target, our current strategies are proving effective. The overall positive trend in student progress, including all students making gains according to standardised testing, confirms that our literacy initiatives are on the right track. This provides a strong foundation for future improvements, particularly as we continue to enhance pupils' spelling achievements for the next year.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The school's concerted efforts to improve attendance have had a significant impact, as reflected in the current attendance rate of 94%. We have successfully implemented the distribution of "Attend to Achieve" letters to all students, which serves as a consistent reminder of the importance of attendance and fosters a culture of accountability among parents. To ensure ongoing collaboration and a quick response to attendance issues, we have established regular meetings with the Family Engagement Officer (FEO), Deputy Head (DH), and Education Welfare Officer (EWO). While these interventions have encouraged many students to attend school regularly, and some have even achieved perfect or near-perfect attendance, a significant portion of our student body still has attendance concerns.

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	In this case, we have identified children who have attendance below 92% and will continue to target this moving forward. This shows that while many students are attending regularly, a majority are not yet meeting an ideal attendance benchmark.
4. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	We have successfully developed and implemented outdoor learning opportunities for pupils in Years 3-6, with a strong focus on integrating community work for our Pupil Development Grant (PDG) students. This program is now a permanent part of our curriculum. The initiative provided students with enriching outdoor experiences, fostering a sense of community engagement and social responsibility. By participating in activities like nature walks, gardening, and community service, pupils developed practical skills and cultivated important values such as teamwork, empathy, and environmental understanding. Additionally, students actively participated in developing their well-being by having a voice in their learning. This was a key focus throughout the school's SIP priorities. Pupils actively participated in developing their learning through being involved in activities related to their learning, and a strong emphasis on pupil responsibility throughout the school's SIP priorities.
5. To further establish our school as a central part of the wider community,	The school has become a central community hub. This is evidenced by increased engagement and participation from local residents in school-led initiatives. We've established strong partnerships with Baobab and other community organisations, resulting in regular joint activities like food growing and cooking programs. These programs have successfully benefited both the school and the wider community. Furthermore, we've seen a significant increase in community involvement in our outdoor learning activities, with regular events at the school promoting environmental awareness and practical learning experiences. We will continue to build on this progress to further develop our community engagement.



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
Speech and Language	Mabel Therapy
Emotional resilience	Thrive
Well-being support	Early Years and Young People/ Early Help
School-based counselling	Early Years and Young People/ Early Help

Further information (optional)

The school also provides:

1:1 devices for all pupils (Chromebooks/iPads), ensuring access to digital learning tools both in school and at home.

A **uniform shop**, where pupils and parents can obtain free school uniforms to reduce financial strain.

Cooking sessions for parents, promoting healthy lifestyles and engagement with the school community.

A **Toddler Group**, which helps younger children and their families feel connected to the school early on.

A **Food Pantry** where the community can come and purchase food at a discounted price.

A **Community Room** where the community, parents and carers can come and socialise, make refreshments and relax in a safe, warm environment.

Lap and NAP sessions (programs that support literacy and numeracy).



Insulated lunch bags, encouraging healthy eating and food safety during school hours.

School Family Engagement Officer - to support our families and pupils with wellbeing, education and life skills.

Community Focused Schools Family Engagement Officer (FEO) - working with families and children to support the school and wider community.