# Ogmore Vale Primary school- 2026-2027

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

## School Overview 2026-2027

| Detail | Data |
|---|---|
| School name | Ogmore Vale Primary |
| Number of pupils in school | 268 |
| Proportion (%) of PDG eligible pupils | 34.7% (93 pupils) |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | March 2027 mid -year review.<br>July 2027 evaluation and review. |
| PDG Lead | L Brown/ D Bradley |
| Governor Lead | Ceri Llewellyn (COG) |

## Funding Overview

| Detail | Amount |
|---|---|
| PDG funding allocation this academic year | **£116,150** |
| Early Years PDG Grant | **£21,850** |
| Closing the gap Grant | **£9,723** |
| **Total budget for this academic year** | **£147,723** |

## Part A: Strategy Plan

## Statement of Intent

At Ogmore Vale Primary we are committed to using our Pupil Deprivation Grant to overcome any barriers that learners from disadvantaged backgrounds face which prevent them from attaining as well as their peers, whatever their ability. In order to do this we aim to:

- Plan interventions which make the most effective use of resources
- Monitor and evaluate their impact progression and attainment data frequently used to check whether interventions or techniques were working
- Develop programmes and activities that promote wellbeing
- Ensure day-to-day teaching was designed to meet the needs of each learner
- Ensure support staff, are highly trained and understood their role in helping pupils to achieve
- Ensure we have a designated senior leader who has a clear overview of the entire support programme
- Ensure class and subject teachers knew which pupils are disadvantaged/ FSM
- Ensure governors are well informed regularly of objectives and progress
- Ensure links with families presenting barriers to learning are strong
- Ensure clear and robust performance management systems were in place for all staff (with open discussions about eFSM pupils in performance management meeting)
- Encourage attendance and support where necessary ensuring there is a closed gap between eFSM and non-eFSM

## Intended Outcomes

| Intended outcome | Success criteria |
|---|---|
| Plan interventions which make the most effective use of resources | Interventions are implemented in a timely manner utilising all staff available. Intervention show clear value added/progress. |
| Monitor and evaluate their impact, progression and attainment data frequently used to check whether interventions or techniques are working | Progress data shows clear impact. Review Vulnerable group data during Spring and Autumn Term to ensure academic progress. |
| Develop programmes and activities that promote wellbeing | ELSA//Lego therapy/Nurture fully implemented and having a positive effect on pupil's wellbeing and attitudes to learning. |
| Ensure day-to-day teaching is designed to meet the needs of each learner | All lessons observed judged good or excellent. |
| Ensure support staff, are highly trained and understand their role in helping pupils to achieve | All LSAs trained in RWI and Rapid Maths. Leads to monitor effectiveness of the sessions which the LSAs deliver. Support offered where necessary to ensure the best possible outcomes. |
| Ensure we have a designated senior leader who has a clear overview of the entire support programme | Dionne Bradley to have a secure understanding of the support programme for vulnerable and disadvantaged learners.<br>Leanne Brown to ensure school meets the Poverty Agenda Wales. |
| Ensure class and subject teachers know which pupils are disadvantaged/ eFSM / vulnerable | All class teachers will have pupils with EFSM status highlighted and other vulnerabilities outlines through tracking systems. |

| | |
|---|---|
| Ensure governors are well informed regularly of objectives and progress | Governing body to be updated termly regarding progress of our vulnerable learners. |
| Ensure links with families presenting barriers to learning are strengthened | Families to feel confident approaching school with any needs and barriers they may have.<br>Positive working relationships with all families.<br>FEO targets and supports disadvantaged/eFSM pupils |
| Ensure clear and robust performance management systems are in place for all staff (with open discussions about eFSM pupils in performance management meeting) . | Performance management targets to reflect the needs of our disadvantaged and vulnerable learners. |
| Encourage attendance and support where necessary. To ensure that the gap between EFSM attendance and non-efsm is smaller. | Ensure the attendance of our vulnerable learners is not affected by any factors which school could support with such as school uniform, transport.<br>BCBC FEO to work with families of persistent absentees. School and AWO to give focussed attention to low attendance of vulnerable group pupils. |

# Activities in this academic year 2026-2027

## Learning and Teaching

| Activity | Evidence that supports this approach |
|---|---|
| Rapid Maths to continue as an Intervention in KS2.<br>3 Mornings a week | • Internal pupil progress and attainment data identifies a group of KS2 pupils, including a significant number of eFSM learners and pupils with ALN, who are performing below age-related expectations in numeracy.<br>• Basic Skills assessments have highlighted gaps in key number skills, number sense and mathematical fluency which act as barriers to accessing age-appropriate learning.<br>• Previous Rapid Maths interventions have demonstrated positive gains in pupil confidence, recall of number facts and overall attainment.<br>• Research shows that structured, targeted small-group interventions have the greatest impact when delivered regularly by trained support staff and monitored through assessment.<br>• The school's attainment data indicates that numeracy remains a priority area for narrowing the attainment gap between vulnerable learners and their peers. |
| Nurture Provision access for FP and KS2 pupils 4 afternoons a week<br>Cost of 4 X LSO 4x PM | • Behaviour, wellbeing and attendance data identifies groups of pupils in both FP and KS2 requiring additional emotional and social support.<br>• Teacher observations and pupil voice activities indicate that some learners experience difficulties with emotional regulation, resilience and self-esteem, impacting on classroom engagement.<br>• Previous nurture groups have resulted in improved attendance, behaviour and engagement with learning.<br>• The principles of Thrive are evidence-based and support schools in addressing barriers to learning through the development of emotional resilience and positive relationships.<br>• Early intervention through nurture support has been shown to improve readiness to learn and reduce the need for more intensive support at a later stage. |

| | |
|---|---|
| Well-being assessment PASS and close tracking of this system to be purchased and implemented in Year 2-6. This will ensure that interventions are being implemented to all pupils who need support, and impact can be measured.<br><br>Pupils in Early Years and Year 1 who are identified as needing support will undertake a Boxall assessment. | • School improvement work undertaken by staff has identified the need for a more consistent and robust approach to measuring and tracking pupil wellbeing.<br>• Staff require objective assessment tools to identify pupils whose emotional wellbeing may be impacting on attendance, behaviour and attainment.<br>• PASS provides nationally recognised data that supports schools in identifying barriers to learning and targeting interventions effectively.<br>• Previous wellbeing monitoring relied heavily on professional judgement; PASS and Boxall will provide measurable baseline and progress data.<br>• National and local priorities continue to emphasise the importance of supporting learner wellbeing as a prerequisite for successful learning and improved outcomes. |
| Train two additional ELSA practitioners | • The school currently has 2 ELSA trained practitioners who have attended supervision and are fully qualified.<br>• Research has found that pupils participating in ELSA interventions report improvements in emotional wellbeing, resilience, self-esteem, relationships and their ability to manage feelings and emotions.<br>• This will allow us to support more pupils at one given time instead of a waiting list. |
| Purchase POPAT resources and train LRB class in intervention | • Many learners with dyslexia, speech and language difficulties, or literacy delays struggle to hear and distinguish sounds within words. POPAT explicitly teaches these listening skills through carefully sequenced activities.<br>• The programme was specifically designed to help children who have, or have had, speech and language difficulties. |
| Engage group of learners and their families who access nurture to attend our new 'Wednesday Winter Warmers' wellbeing and healthy eating project | • A healthy cooking project can have a significant positive impact on both pupils and the wider school community.<br>• Pupils are from all vulnerable learners in the following groups- EFSM, CP and ALN.<br>• Teaches children about balanced diets and healthy food choices and encourages lifelong healthy eating habits.<br>• Teaches practical skills such as measuring, preparing food, following instructions, and food hygiene.<br>• Hands-on learning can be particularly effective for pupils who find traditional classroom learning challenging. |

## Learning and Teaching Total Costs: £69,223

## Community Schools

| Activity | Evidence that supports this approach |
|---|---|
| To continue to employ our school Family Engagement Officer 4 days a week | • Our family engagement officer works with a high percentage of families in the school and is a very valuable resource to providing strong family support.<br>• A Family Engagement Officer helps families understand how to support learning at home, improves communication between school and parents and ensures barriers to engagement are addressed.<br>• Targeted work with families can be particularly effective for disadvantaged learners, including eFSM pupils. Family Engagement Officers help schools identify and remove barriers to education, including poverty-related challenges, housing concerns, emotional wellbeing needs and access to support services<br>• We have seen it increase safeguarding capacity. Our Family Engagement Officers often become a trusted point of contact for our vulnerable families. This enables school to identify concerns earlier, support families to access services and strengthen safeguarding practices through regular communication and relationship building. |
| BCBC FEO to work with persistent absenteeism alongside the DHT. DHT to attend all attendance forums and any relevant training | • Persistent absence remains one of the strongest predictors of poor educational outcomes. Research shows that pupils with low attendance are at greater risk of lower attainment, poorer wellbeing and reduced life chances.<br>• After close analysis of attendance and persistent absenteeism it is evident that at Ogmore Vale Primary the pupils who fall into the majority of these pupils are EFSM. |
| 3 x Foundation Phase staff attending Froebel Training<br><br>2x teachers in year 1/ 2 to begin Froebel training | • Training helps practitioners develop a deeper understanding of child development, observation and responsive teaching<br>• We will be implementing the best pedagogical experiences for younger pupils.<br>• Staff need to attend all 12 sessions and supply cover<br>• Staff will share experiences with colleagues |

| | |
|---|---|
| Supply cover costs<br><br>Continue to provide food pantry service for families to access | • which will influence practise in older year groups<br><br>• On average, 12 families access the service each week and consistently report that it provides essential support during periods of financial hardship.<br>• Without this provision, several families would face significant financial pressures, potentially affecting their ability to meet basic household and nutritional needs.<br>• Research demonstrates that food insecurity can negatively impact children's physical health, mental wellbeing, concentration, attendance and educational attainment. |

## Community school total costing £72,000

## Additional/ Wider Strategies

| Activity | Evidence that supports this approach |
|---|---|
| Hire of local leisure facilities for after-school clubs to ensure pupils can always engage whatever the weather and have the best equipment | • Research consistently shows that learning outside the classroom increases pupil engagement and enthusiasm for learning.<br>• More of our pupils engage in the club when better facilities are provided. |
| Stay and play club after school- club provided on a Wednesday – Free for Year 2-6 pupils to attend | • We know after school clubs that focus on play and being in the fresh air have a huge impact on wellbeing<br>• This style of club encourages pupils to play across age phases which is proven to support communication and collaboration work |
| Funds to support pupils to access extra-curricular activities and school trips and visits | • OVP will ensure no child will miss out on a school experience due to financial restraints. We know this would impact pupils belonging and wellbeing.<br>• Research consistently shows that learning outside the classroom increases pupil engagement and enthusiasm for learning.<br>• With esfm near 40% we know there will be families who struggle to make payment for some trips and out of school engagements. |

## Additional and Wider strategies costings: £6,500