



Williamstown Primary School

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025-26 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	Williamstown Primary School
Number of pupils in school	294
Proportion (%) of PDG eligible pupils	27.05%
Date this statement was published	11/09/2025
Date on which it will be reviewed	01/04/2026
Statement authorised by	D. Anstee
PDG Lead	J. Lewis
Governor Lead	C. Bridges

Funding Overview

Detail	Amount
Equity funding allocation this financial year	£85,100
School Standards funding allocation this financial year	£143,153
Total budget for this academic year	£228,253

Part A: Strategy Plan

Statement of Intent

The grant funding will enable us to provide effective emotional and educational support to our most vulnerable learners. We have a moral duty to ensure equity in everything that we do and therefore the expenditure of the grants will reflect these aims, providing every possible opportunity for even our most vulnerable learner to not only succeed, but to thrive!

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 support children’s emotional health and wellbeing	<ol style="list-style-type: none">1. Provision of ELSA support, which will target the emotional needs of most vulnerable learners, ensuring that they are in a positive mindset and ready to learn.2. All children will have a champion to whom they can share their thoughts and feelings, enabling a safe, calm and purposeful environment for all3. Nearly all children feel supported and have someone that they can turn to.
To ensure our vulnerable learners make expected or higher than expected progress across all areas of learning and experience	<ol style="list-style-type: none">1. Nearly all vulnerable learners will make expected or higher than expected progress in their learning2. Learners speak confidently about their learning and are able to articulate their learning journey in terms of progress and in a developmentally appropriate way.3. The school continues to ensure that WellComm has a positive impact on early language acquisition

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

1. Continued provision for well-being interventions
2. Increased adult support across Years 3-6 to support underperforming and vulnerable learners
3. Increased adult support to ensure that those children exiting Nurture are effectively supported

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> • <i>2x Level 3 LSA Intervention staff</i> 	<p>Targeted academic support: These staff can deliver focused interventions, especially in literacy and numeracy, helping close attainment gaps.</p> <p>Supports Priority 2 & 3: Their work directly contributes to tracking pupil progress and raising attainment in mathematics.</p> <p>Increased capacity for early intervention: Enables quicker response to emerging learning needs, reducing long-term barriers.</p>
<ul style="list-style-type: none"> • <i>2x ELSA trained staff (1x HLTA)</i> 	<p>Enhanced emotional wellbeing: ELSAs provide vital support for pupils struggling with emotional regulation, anxiety, or trauma.</p> <p>Supports Priority 1: Improved wellbeing can lead to better attendance and engagement.</p> <p>Builds resilience and readiness to learn: Pupils are more likely to thrive academically when their emotional needs are met.</p>
<ul style="list-style-type: none"> • <i>1x Level 3 LSA - Provision of additional support for pupils exiting Nurture across the schools</i> 	<p>Smooth reintegration: This role ensures continuity of care and learning for pupils transitioning from nurture provision.</p> <p>Supports Priority 1 & 2: Helps maintain attendance and progression by scaffolding pupils' return to mainstream settings.</p> <p>Reduces risk of regression: Ongoing support helps sustain gains made in nurture, promoting long-term success.</p>

Total budgeted cost: £ 228,253