

Headteacher:

Mr T. Prewett

Deputy Headteacher:

Mrs D. Robertson-Stannett



Ringland Primary School
 Dunstable Road
 Newport
 NP199LU
 01633 272308
ringland.primary@newportschools.wales

PDG & EYPDG Grant Spending Summary

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	Ringland Primary School
Number of learners in school	212
Proportion (%) of PDG eligible learners	46.7%
Date this statement was published	September 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Nikki Dargie (School Improvement Partner)
PDG Lead	Tavis Prewett (Headteacher)
Governor Lead	Jane Woodley (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£108,583
EYPDG funding allocation this academic year	£20,700
Total budget for this academic year	£129,283

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Part A: Strategy Plan

Statement of intent

Our strategy will support eFSM learners in raising attainment through the additional knowledge, skills and experiences which we will be able to provide them with. This will support them in continuing to succeed in their learning.

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
Additional support split across the Nursery & Reception environment to enable enhanced progress to be made, following low baseline entry to school.	Nearly all (90%) show improved LLC and M&N outcomes within the early years environment, when compares with on-entry observations.
TA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	Improved outcomes in LLC and M&N for many pupils (70%) identified as requiring additional pre-teaching support.
Maintain a Nurture Group to support a group of FSM pupils.	Many of the Nurture Group (70%) benefit from improved outcomes across wellbeing, LLC and M&N.
Re-introduce Year-group based classes, following split classes in 2024-25, in order to reduce class size and improve outcomes.	Many pupil outcomes (70%) in health and well-being, LLC and M&N reflect an improvement in comparison to those in 2024-25.
Authentic learning experiences to be enhanced, with small groups accessing project-based approaches within the outdoor environment. Teaching Assistant support to engage learners in these authentic learning experiences.	Identified FSM pupils access authentic learning experiences. Improved outcomes around well-being as identified by Progression Tracker, with many (70%) FSM pupils making progress in this area.

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Compassion

Curiosity

Courage

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TA support for vulnerable FSM learners on a small group/individual tuition basis, including through ELSA provision.	Individualised instruction supports nearly all pupils (90%) accessing this provision to make accelerated progress in relation to their Health and Well-being.
Regular monthly coffee mornings to take place to engage with families in the community.	Parental engagement work supports us to work with the whole community to support our learners. Parental questionnaires reflect improved satisfaction re: communication and developing relationships. Attendance increase of 10% in comparison to last year.
Parental engagement in reading. Reading Cafe to continue to support families.	Parental engagement work supports us to work with the whole community to support our learners. Increased engagement in reading moving from a minority (less than 40%) regularly changing reading books to a majority (over 60%).
Improved parental engagement in mathematics and numeracy through Maths Cafes taking place across the school.	Informal nature of Maths cafes encourages parental engagement and raises self-esteem, with an attendance increase of 10% in comparison to last year.
Embed the 'Jigsaw for Families' programme to engage with a larger number of families and improve communication and engagement.	Sustained engagement levels in Jigsaw Families, support at least 15 families across the school year. Nearly all (90%) Parent Questionnaires reflect improvements in engagement.
Nessy subscription to be used to support intervention with FSM learners.	Standards in reading improve in Year 3-6, as a result of using this intervention, with many pupils (70%) increasing their PM Benchmarking level in line with their projected target.
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	Outdoor learning opportunities utilised throughout the school day build on experiential learning opportunities found in the Early Years environment.

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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: £123,576

Activity	Evidence that supports this approach
Additional support split across the Nursery & Reception environment to enable enhanced progress to be made, following low baseline entry to school.	EEF – Early Numeracy Approaches - +7 months
Additional Teaching Assistant in Year 3 (afternoons) to support in intervention strategies and additional support.	EEF – Teaching Assistant Interventions - +4 months
Maintain a Nurture Group to support a group of FSM pupils in Y2.	EEF – Teaching Assistant Interventions - +4 months
Re-introduce Year-group based classes, following split classes in 2024-25, in order to reduce class size and improve outcomes.	EEF – Collaborative Learning Approaches - +5 months
Authentic learning experiences to be enhanced, with small groups accessing project-based approaches within the outdoor environment. Teaching Assistant support to engage learners in these authentic learning experiences.	EEF – Social Emotional Learning - +4 months

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TA support for vulnerable FSM learners on a small group/individual tuition basis, including through ELSA provision.	EEF – Individualised Instruction - +4 months
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	EEF – Teaching Assistant Interventions - +4 months
Introduce a Nurture Group in Y5, to support with well-being.	EEF – Teaching Assistant Interventions - +4 months

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: £4400

Activity	Evidence that supports this approach
Regular monthly coffee mornings to take place to engage with families in the community.	EEF – Social and Emotional Learning - +4 months.
Parental engagement in reading. Reading Cafe to continue to support families.	EEF – Parental Engagement - +4 months.
Improved parental engagement in mathematics and numeracy through Maths Cafes taking place across the school.	EEF – Parental Engagement - +4 months.
Embed the 'Jigsaw for Families' programme to engage with a larger number of families and improve communication and engagement.	EEF – Parental Engagement - +4 months.

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

Budgeted cost: £2000

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Activity	Evidence that supports this approach
Nessy subscription to be used to support intervention with FSM learners.	EEF – Phonics - +5 months.

Total budgeted cost: £109,457

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
TA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	Accelerated progress evident in key groups of FSM learners, from assessment tracking.
Introduce a Nurture Class to support a group of FSM pupils.	Nurture class supported accelerated progress in Nurture Group and improved well-being.
Authentic learning experiences to be enhanced, with small groups accessing project-based approaches within the outdoor environment. Focus to largely be around woodwork skills. Teaching Assistant support to engage learners in these authentic learning experiences.	Curriculum audit work undertaken reflects a continued broadening of curriculum offer, with hooks for learning and parental engagement in thematic learning improved.
TA support for vulnerable FSM learners on a small group/individual tuition basis.	TA support directed to support FSM learners with their OPP+ targets, where also registered on ALN register. Most pupils (70%) in this category were identified on tracking information as making progress.

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Regular monthly coffee mornings to take place to engage with families in the community.	Engagement improved from the previous year, with 10% more families in attendance.
Parental engagement in reading. Reading Cafe to be reintroduced to support families.	Reading Cafes reintroduced with 40% attendance on average, across the school. This reflects a positive impact on wider engagement as well as an increase in engagement in the changing of Home Reading books across the school.
Improve parental engagement in mathematics and numeracy through introducing maths cafes across the school.	Regular coffee mornings held, maintaining average attendance of 13, throughout the year.
Improve digital strategies by redeveloping Digital Vision across the school. DCF to support raising of standards of basic skills.	DCF clinics supported staff in broadening the digital offer for pupils across all year groups. This led to an increase in the teaching of digital skills across the school year.
Embed the 'Jigsaw for Families' programme to engage with a larger number of families and improve communication and engagement.	Jigsaw Families programme embedded, with 18 families accessing this (an increase from 6 the previous academic year).
Nessy subscription to be used to support intervention with FSM learners from Year 2-6.	Nessy support reflects accelerated learning in key groups. Identified pupils in Y2-6 further developed phonic and spelling skills. This was reflected in most pupils (70%) in this category meeting individual targets set.
Outdoor support in Years 1,2 and 3 to enable continued access to the outdoor learning environment.	Support enabled additional access to the outdoor environment and led to a positive impact on well-being and behaviour for learning.

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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
Nessy	Nessy Learning