

Headteacher:

Mr T. Prewett

Deputy Headteacher:

Mrs S. Dunn



Ringland Primary School
Dunstable Road
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PDG & EYPDG Grant Spending Summary

This statement details our school's use of the PDG for the 2026 to 2027 - 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	204
Proportion (%) of PDG eligible learners	51%
Date this statement was published	September 2026
Date on which it will be reviewed	May 2027
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	£102,131
EYPDG funding allocation this academic year	£9,200
Total budget for this academic year	£111,331

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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 Teaching Assistant in Year 4 (afternoons) to support in intervention strategies and additional support.	Many pupils (70%) accessing the intervention support benefit from improved outcomes across wellbeing, LLC and M&N.
Maintain a Nurture Group to support a group of FSM children in Y3.	Many of the Nurture Group (70%) benefit from improved outcomes across wellbeing, LLC and M&N.
Maintain Year-group based classes, following split classes previously, 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 baseline (previous occasion year groups were split).
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.
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.

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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.
RWI subscription to be used to support intervention with FSM learners.	Standards in reading improve in Reception-Year 2, as a result of using this intervention, with most pupils (90%) meeting their phonics-based targets.
Development of a communication group across the Reception and Nursery environment to support pupils entering school with FSM and high levels of ALN.	Most pupils accessing the group (90%) show improved LLC and M&N outcomes within the early years environment, when compared with on-entry observations. Most pupils (90%) accessing main provision in Nursery and Reception also demonstrate progress in outcomes from their on-entry observations.

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: £102,743

Activity	Evidence that supports this approach
Additional Teaching Assistant in Year 4 (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 children in Y3.	EEF – Social and Emotional Learning - +4 months.

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Maintain Year-group based classes, following split classes previously, in order to reduce class size and improve outcomes.	EEF – Reducing Class Sizes - +2 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 – Teaching Assistant Interventions - +4 months.
TA support for vulnerable FSM learners on a small group/individual tuition basis, including through ELSA provision.	EEF – Teaching Assistant Interventions - +4 months.
Development of a communication group across the Reception and Nursery environment to support pupils entering school with FSM and high levels of ALN.	EEF – Early Numeracy Approaches - +7 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: £4588

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.

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Embed the 'Jigsaw for Families' programme to engage with a larger number of families and improve communication and engagement.	EEF – Parental Engagement - +4 months.
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £4000

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

Total budgeted cost: £111,331

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 2025 to 2026 academic year.

Activity	Impact
Additional support split across the Nursery & Reception environment to enable enhanced progress to be made, following low baseline entry to school.	Nearly all (90%) pupils demonstrated improved LLC and M&N outcomes within the early years environment, when compared 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 most pupils (70%) identified as requiring additional pre-teaching support.

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Maintain a Nurture Group to support a group of FSM pupils.	Many of the Nurture Group (70%) benefitted 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 secured appropriate progression in their year groups.
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 in well-being identified, with many (70%) FSM pupils making progress in this area.
TA support for vulnerable FSM learners on a small group/individual tuition basis, including through ELSA provision.	Individualised instruction led to many (70%) pupils accessing this provision making 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 feedback reflected increased positive engagement with the school and attendance increased by 10% across the school year.
Parental engagement in reading. Reading Cafe to continue to support families.	Increased engagement in reading achieved, 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 attendance increasing by 10% in comparison to last year. Specific year groups to target identified for 2026-27 academic year.

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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, with 15 families supported across the school year. All parents engaging in the programme (100%) provided positive feedback.
Nessy subscription to be used to support intervention with FSM learners.	Standards in reading within Year 5 and 6 were strong, with Nessy supporting in progress being made. Priority to be given to Years 2-4 in the 2026-27 academic year, where many (70%) pupils met their projected target but are still requiring additional support to meet stage-related expectations and targets.
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.

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
RWI	Oxford University Press