



Ysgol Gynradd Llanmartin Primary School

Headteacher: Mr T. Prewett

Deputy Headteacher: Mrs H. McCormick

Email: llanmartin.primary@newportschools.wales

Address: Waltwood Road, Newport, NP18 2HB

Tel. No: 01633 839913

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	Llanmartin Primary School
Number of learners in school	133
Proportion (%) of PDG eligible learners	29%
Date this statement was published	September 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Jo Davies (School Improvement Partner)
PDG Lead	Tavis Prewett (Headteacher)
Governor Lead	Ray Mogford (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£35,943
EYPDG funding allocation this academic year	£12,650



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Total budget for this academic year	£48,593
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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 3&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.
Introduce a Nurture Group to support a group of FSM children in Y5&6.	Many of the Nurture Group (70%) benefit from improved outcomes across wellbeing, LLC and M&N.
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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Development of Early Years interventions, via a Teaching Assistant supporting identified FSM pupils, to improve from their on-entry baselines.	Most pupils accessing the support (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.
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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: £46,672

Activity	Evidence that supports this approach
Additional Teaching Assistant in Year 3&4 (afternoons) to support in intervention strategies and additional support.	EEF – Teaching Assistant Interventions - +4 months.
Introduce a Nurture Group to support a group of FSM children in Y5&6.	EEF – Social and Emotional Learning - +4 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.



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Development of Early Years interventions, via a Teaching Assistant supporting identified FSM pupils, to improve from their on-entry baselines.	EEF – Early Numeracy Approaches - +7 months.
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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: £921

Activity	Evidence that supports this approach
Parental engagement in reading; reading workshops to be introduced to support families.	EEF – Parental Engagement - +4 months.
Improved parental engagement in mathematics and numeracy through Maths workshops taking place across the school.	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: £1,000

Activity	Evidence that supports this approach
Outdoor learning resources, to support in developing key spaces for FSM pupils.	EEF – Phonics - +5 months.

Total budgeted cost: £48,593

Part B: Review of outcomes in the previous academic year



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PDG outcomes

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

Activity	Impact
Learners will have access to ELSA support to improve well-being, and in doing so improve self-esteem.	Nearly all (90%) pupils demonstrated improved well-being outcomes, from access to ELSA support.
Pupils will have access to intervention support to support with basic skills in literacy and mathematics, led by teaching assistants in small groups	Improved outcomes in LLC and M&N for most pupils (70%) identified as requiring intervention support.
Develop family links, through school-based activities, to support vulnerable learners in attending school	Family engagement workshops held with a focus on LLC, with attendance reaching 25%, on average.
Termly pupil reviews for all classes (teacher:pupil) – discussion of what is working well for learners and set targets for future learning	Reviews held with pupils to identify targets, and support in securing progression.
Termly pupil reviews (teacher:leadership) to discuss pupil progress and identify learners who need further support	Reviews held to identify learners requiring further support. Support allocated where FSM pupils were not reaching key targets.
Further development of Pupil Voice Groups with involvement from FSM and vulnerable learners	Pupil Voice groups consistently held throughout the year, with all FSM pupils being part of a group, supporting their well-being and cynefin.

Externally provided programmes



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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
N/A	N/A