



Cwmfelin Primary School Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the academic year 2025 to 2026.

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	Cwmfelin Primary School
Number of pupils in school	195
Proportion (%) of PDG eligible pupils	11.79%
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mr. Gethin Howells (Improvement Partner)
PDG Lead	Mrs J Edwards (Acting Headteacher)
Governor Lead	Mrs N Ronan-Thomas (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£35,442

Part A: Strategy Plan

Statement of Intent

At Cwmfelin Primary School, we are committed to using our PDG grant to overcome any additional 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:

- Ensure that teaching and learning effectively meets the needs of all our learners and identify pupils who require additional support.
- Plan interventions which make the most effective use of resources.
- Monitor and evaluate the impact of interventions delivered throughout the academic year.
- Develop programmes and activities that promote wellbeing.
- Ensure support staff are effectively trained and understand their role in helping all groups of learners to achieve.
- Ensure there is a designated senior leader who has a clear overview of the entire support programme.
- Ensure governors are well informed regularly of objectives and progress.
- Ensure links with families presenting barriers to learning are strengthened.
- Encourage pupil attendance and provide support where required.

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
Provide equity of opportunity to access the full curriculum for vulnerable learners.	Vulnerable learners make good progress in line with their peers. High quality support is provided for groups of learners in a classroom setting.

	Class on a page implemented by all teachers so that they have a thorough understanding of the nature of their class.
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. Half termly reviews are undertaken by class teachers to focus on pupil progress. Specific needs are identified and support plans are written.
Develop programmes and activities that promote wellbeing	ELSA/Nurture/Daily Mile/Jigsaw fully implemented and has a positive effect on pupil wellbeing and attitudes to learning.
Ensure support staff are effectively trained and understand their role in helping all groups of learners to achieve.	All LSO's trained in Read Write Inc and White Rose Maths. Senior leaders to monitor effectiveness of the sessions delivered. Support offered where necessary to ensure the best possible outcomes.
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. Positive working relationships with all families, supported by Family Engagement Officer Bethany Herbert.
Encourage attendance and support where necessary.	Target specific families for support through school and Early Help. Work with the Education Welfare Service to provide support to families. Attendance and punctuality regularly monitored.

Activity in this academic year

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

Learning and Teaching

Activity	Evidence that supports this approach
To raise standards in Literacy and Numeracy	Support staff employed to drive interventions in all KS2 classes during the afternoon sessions. Sessions delivered will include phonics, reading and numeracy support Additional support staff employed in the Early years to support oracy skills/Wellcomm

Total budgeted cost: £ 35,442

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.

Impact 2024 - 2025

- Learners identified in KS2 (8 pupils / 4%) received nurture support and/or ELSA which impacted positively on their wellbeing. This was evident through pupil surveys, pupil/teacher discussions and SHRN data.
- LSO's received regular literacy and numeracy updates allowing them to plan and deliver high quality interventions. The attended Read Write Inc Refresher training. Lesson observations confirmed that the sessions were well planned, organised and pupils made good progress in relation to their starting points.
- Our whole school attendance rose from 92.5% in 2023/24 to 94% in 2024/25.
- Reading data shows that eFSM pupils made good progress in line with their peers:
 - Year 3 - 100% of eFSM pupils made at least 2 years progress
 - Year 4 - 75% of eFSM pupils increased their reading scores by 26 months or more
 - Year 5 - 100% of eFSM pupils improved from being below expected level to reading at expected level.
 - Year 6 - 80% of eFSM pupils outperformed non eFSM pupils.
- Early identification of pupils following baseline assessments in Early Years enabled specific interventions to take place and school has worked with outside agencies including CART, Speech and Language, Early Help and Health in order to support vulnerable pupils and their families.
- Families in need of support received Schools Essential Grant funding.