



Cwmfelin Primary School Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the academic year 2026 to 2027.

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	175
Proportion (%) of PDG eligible pupils	11.93%
Date this statement was published	September 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Mr. Gethin Howells (Improvement Partner)
PDG Lead	Mrs J Edwards (Headteacher)
Governor Lead	Mrs N Ronan-Thomas (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£29,498

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 Sophie Richards
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	Costing
To raise standards in Literacy and Numeracy	Additional LSO to enable additional support for targeted interventions in Literacy, Numeracy basic skills and Emotional Literacy. (3 days per week) Sessions delivered will include RWInc phonics, rapid reading and numeracy support.	£18,400
	Provide staff release time to further develop and embed high-quality formative assessment practices that effectively support pupil progress and achievement (1/2 day per week)	£3,500
	Read Write Inc training for all staff to develop a whole school, consistent approach to phonics	£4,250
	Additional support staff employed in the Early years to support oracy skills/Wellcomm and in the Juniors to provide in class support.	£3,348

Total budgeted cost: £ 29,498

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.

Impact 2025 - 2026

Overall Evaluation: Fully Achieved

The school's PDG strategy has been effective in removing barriers to learning and ensuring vulnerable learners have equitable access to the full curriculum. All intended outcomes have been achieved, with evidence demonstrating positive impacts on attainment, wellbeing, attendance and family engagement.

Equity of Opportunity and Progress

Vulnerable learners successfully accessed the full curriculum through targeted classroom support, intervention programmes and bespoke provision. Learners made good progress in line with their peers, with assessment information demonstrating improved outcomes in literacy and numeracy. The deployment of support staff ensured that pupils requiring additional support could fully engage in classroom learning and wider school experiences.

Examples of impact include:

- Improved reading ages and phonics attainment for targeted learners.
- Increased confidence and participation in class discussions.
- Reduced attainment gaps between vulnerable learners and their peers.
- Improved engagement in learning and completion of classwork.

Effective Use of Intervention and Resources

The implementation of the "Class on a Page" approach by all teachers provided a detailed understanding of learner needs and ensured support was accurately targeted. Half-termly pupil progress reviews enabled staff to identify needs quickly and adjust provision accordingly.

Interventions were delivered promptly by trained staff and demonstrated clear value-added progress. School tracking data showed that most learners receiving intervention support made accelerated progress towards their individual targets.

Examples of impact include:

- Read Write Inc. intervention groups securing accelerated progress in phonics and reading fluency.
- Rapid Reading delivered to targeted pupils who made good progress in both fluency and comprehension.
- Targeted numeracy support leading to improved confidence and attainment in mathematics.
- Early identification of additional learning needs, resulting in timely support plans and appropriate provision.

Wellbeing and Attitudes to Learning

The school's wellbeing programmes, including ELSA, Nurture, Jigsaw and Daily Mile, were fully implemented and had a significant positive impact on pupils' emotional wellbeing and readiness to learn.

Examples of impact include:

- Improved pupil confidence, resilience and self-regulation.
- Reduction in emotional barriers affecting learning.
- Increased engagement in lessons and positive attitudes towards school.
- Positive feedback from pupils and parents regarding wellbeing support.

Staff Training and Capacity Building

All Learning Support Officers received training in Read Write Inc. and White Rose Maths, enabling them to deliver high-quality interventions consistently across the school. Senior leaders regularly monitored provision and provided coaching and support where needed.

Examples of impact include:

- Consistent delivery of intervention programmes.
- Increased confidence and expertise amongst support staff.
- Strong collaboration between teachers and LSOs to support pupil progress.

Governance

Governors received regular termly updates on the progress of vulnerable learners and the impact of PDG expenditure. This enabled effective challenge and support, ensuring that funding remained focused on identified priorities.

Examples of impact include:

- Governors demonstrating a clear understanding of vulnerable learner outcomes.
- Regular scrutiny of attendance, attainment and wellbeing data.

- Evidence of appropriate challenge regarding the impact of interventions.

Family Engagement and Attendance

Strong relationships were developed with families through the support of the Family Engagement Officer and effective partnership working with external agencies. Families reported feeling supported and confident in seeking advice and assistance when required.

Attendance remained a key focus throughout the year, with targeted support provided to identified families. Collaboration with the Education Welfare Service and Early Help ensured barriers were addressed promptly.

Examples of impact include:

- Improved attendance and punctuality for targeted learners.
- Increased parental engagement with school events and meetings.
- Positive outcomes from Early Help referrals and family support interventions.
- Reduced attendance concerns for identified vulnerable learners.

Conclusion

The school's use of PDG funding has been successful in supporting vulnerable learners academically, socially and emotionally. Strategic deployment of staff, effective interventions, high-quality wellbeing provision and strong family engagement have ensured that all identified outcomes have been achieved. The funding has had a demonstrable impact on reducing barriers to learning and improving outcomes for disadvantaged pupils across the school.