

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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	Coedylan Primary
Number of pupils in school	136
Proportion (%) of PDG eligible pupils	11.7% (16 pupils)
Date this statement was published	September 2025
Date on which it will be reviewed	April 2026
Statement authorised by	CSC
PDG Lead	Angharad Prys Evans
Governor Lead	Simon Tucker

Funding Overview

Detail	Amount
PDG – Equity funding allocation this academic year	£ 18400
Total budget for this academic year	817,689.40

Part A: Strategy Plan

Statement of Intent

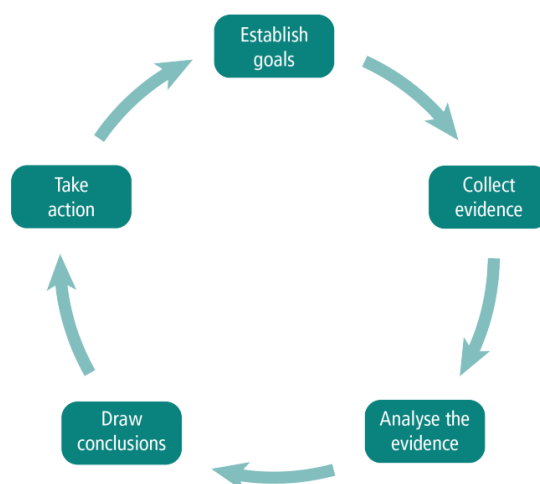
In Coed-Y-Lan Primary we use the Equity -Pupil Development Grant funding to implement sustainable strategies that will quickly bring about changes for eligible learners whilst also impacting positively on the whole school community.

As a school we have agreed the following steps:

- Establish our goals: reducing the impact of poverty on educational achievement
- Collect evidence- use effective assessment to identify target group of pupils and needs.

- Analyse the evidence- plan interventions which make the most effective use of resources and have the greatest impact
- Take action- implement the planned interventions
- Draw conclusions- monitor and evaluate the impact of the interventions and the use of resources

WG Guide to the Pupil Development Grant- Guidance on what it is and how to use it to reduce the impact of poverty on educational achievement.



At Coedylan Primary School, we have a comprehensive plan, agreed and monitored by the Central South Consortium, to promote progress and remove barriers to learning for students eligible for this funding.

Targets on our School Development Plan 2025-26 are as follows:

1. **Teaching and Learning:** to further develop high quality teaching through collaboration, questioning, effective differentiation, and assessment for learning.
2. **Assessment and Progression:** Continue to develop and refine our approach to assessment, tracking and reporting to address the principles of progression identified in Curriculum for Wales.
3. **Curriculum:** continue to develop our approach to curriculum design to plan effectively for the progressive development of skills.
4. **Leading and Improving:** To revisit roles and responsibilities, build capacity within our team, and ensure staff and pupil well-being is prioritised.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
------------------	------------------

<p>Effective assessment identifies pupils that require literacy support</p> <p>Highly effective intervention programmes support pupils' basic literacy skills and ensure targeted pupils make good progress</p>	<p>Nearly all pupils accessing additional support make good progress in literacy.</p> <p>Relevant staffing ratios sustained to provide basic skills learning support programmes:</p> <ul style="list-style-type: none"> • Speech and Language link • Literacy Launchpad • POPAT <p>All relevant staff provided with suitable CPD to meet needs of learners.</p>
<p>Effective assessment identifies pupils that require numeracy support</p> <p>Highly effective intervention programmes support pupils' basic numeracy skills and ensure targeted pupils make good progress</p>	<p>Nearly all pupils accessing additional support make good progress in numeracy.</p> <p>Relevant staffing ratios sustained to provide basic skills learning support programmes:</p> <ul style="list-style-type: none"> • Pre-teach • Numberstacks <p>All relevant staff provided with suitable CPD to meet needs of learners</p>
<p>Effective assessment identifies pupils that require well-being support</p> <p>Highly effective intervention programmes support specific pupils' wellbeing.</p>	<p>PASS & Boxall assessments used to monitor and track pupil well-being.</p> <p>Pupils identified as requiring well-being support receive ELSA/ Boxall strategies/ relationship based play</p> <p>All relevant staff provided with suitable CPD to meet needs of learners. (E.g. ELSA Supervision)</p>
<p>Effective assessment on entry identify pupils in Foundation Learning that require early language and communication support</p>	<p>Wellcom and language link assessments identify pupils that require early language and communication support:</p> <ul style="list-style-type: none"> • Wellcom • POPAT • Speech and Language Link

Activity in this academic year

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

Funding of HLTA in Foundation Learning department to support ratios and release staff members to deliver a range of basic skills and well-being interventions/ learning support programmes.

Staffing

- To maintain staffing levels.
- To deploy staffing teams effectively in order to meet the needs of target groups of pupils.

Interventions

- To plan interventions/ learning support programmes which make the most effective use of resources.

Effectiveness

- To monitor and evaluate the impact of these resources.

Regular termly reviews with SLT and Governing body to address needs and next steps through regular pupil progress meetings.

Learning and Teaching

Budgeted cost: £ 18526

Activity	Evidence that supports this approach
Effective deployment of staff to provide targeted literacy support programmes to improve pupils' literacy skills <ul style="list-style-type: none">• Literacy Launchpad• Speech and language link• POPAT	Education Endowment Foundation- IMPROVING LITERACY IN KEY STAGE 1 and KEY STAGE 2 Use high quality structured interventions to help pupils who are struggling with their literacy

	<p>MAKING BEST USE OF TEACHING ASSISTANTS</p> <p>The effective use of TAs in delivering structured interventions out of class</p>
<p>Effective assessment on entry identify pupils in Foundation Learning that require early language and communication support</p> <ul style="list-style-type: none"> • Wellcom • Speech and language link 	<p>Education Endowment Foundation-</p> <p>PREPARING FOR LITERACY Improving communication, language and literacy in the early years</p> <p>MAKING BEST USE OF TEACHING ASSISTANTS</p> <p>The effective use of TAs in delivering structured interventions out of class</p>
<p>Effective deployment of staff to provide targeted numeracy support programmes to improve pupils' numeracy skills and confidence</p> <ul style="list-style-type: none"> • Pre-Teach • Numberstacks 	<p>Education Endowment Foundation-</p> <p>IMPROVING MATHEMATICS IN Keys Stage 1 & 2</p> <p>Use structured interventions to provide additional support</p> <p>Education Endowment Foundation-</p> <p>MAKING BEST USE OF TEACHING ASSISTANTS</p> <p>The effective use of TAs in delivering structured interventions out of class</p>

Community Schools

Budgeted cost: £

Activity	Evidence that supports this approach
----------	--------------------------------------

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

Budgeted cost: **£3024**

Activity	Evidence that supports this approach
<p>Effective deployment of appropriately trained staff to deliver effective strategies and interventions to improve wellbeing of identified learners.</p> <ul style="list-style-type: none"> • Wellbeing • Boxall strategies • Elsa • Relationship Based Play 	<p>Education Endowment Foundation- MAKING BEST USE OF TEACHING ASSISTANTS- The effective use of TAs in delivering structured interventions out of class</p>

Total budgeted cost: £ 21550

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.

PDG Outcomes 2024-25

The table below details the programmes that were funded through our PDG funding 2024-25

As we are a school with low PDG & EYPDG (9%) Our total PDG grant was £13,800. This does not fully fund the activities listed below, but contributes towards the additional provision we provide to support all our learners to make good individual progress. This includes EFSM, CLA pupils and all learners across the school who have been identified as requiring additional support.

	Activity	Impact
ELSA	2 trained ELSA's delivered successful blocks of sessions with 11 pupils, and supported further pupils for check ins.	11 pupils – all pupils (100%) showed improvements Social and Emotional assessment, with many (9 pupils, 81.8%) feeling that they could use the

	Questionnaire prior to and after the session confirmed that the sessions had a positive impact on the pupils receiving the sessions improving confidence and self-esteem. All pupils continued to be monitored following the block of sessions.	strategies from ELSA in daily lives.
Literacy Launchpad	Literacy Launchpad was introduced in 2023-24 and full training was provided to the staff member delivering the sessions and sessions were quality assured. 2 pupils received the intervention and made significant progress in their phonic knowledge.	12 pupils Improvements of: - 3+ levels – 50% (6 pupils) 2 levels – 8.3% (1 pupil) 1 level – 16.6% (2 pupils) Remained on current level – 25% (3 pupils)
Speech and Language Link	All reception pupils screened and those assessed as red or blue receive speech/ language link intervention	Annual assessment – due September 2025. 11 pupils receiving Language Link 1 pupil receiving both
ELIP/ ELKLAN	Trained staff member delivers ELKLAN/ ELIP literacy interventions to identified pupils to improve basic literacy skills	Insufficient staffing to deliver these interventions
POPAT	Trained staff member delivers POPAT literacy interventions to identified pupils to improve basic phonic skills	Group 1 – all of pupils (3 pupils, 100%) met the targets and no longer required the intervention. Group 2 – Ongoing intervention with 4 new pupils, half of the group (2 pupils, 50%) showing signs of progress.
Pre-teach & Safmeds	Safmeds- learning support programme to improve pupils' recall of basic number facts	26 pupils 20 pupils (77%) no longer require Safmed support through pupil progress

	Pre-teach- teaching assistants withdraw pupils for short sessions prior to the maths lessons to 'pre-teach' strategies to build pupil confidence in maths	meetings and personalised test data. 6 pupils (23%) will require continued support.
--	---	--

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
Jigsaw PHSE Scheme of Work- In line with the other schools in our cluster we purchased the Jigsaw PHSE scheme of work. This ensured a whole school approach to PSHE	
Sumdog- online maths games based adaptive learning app	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.