PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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	Coedylan Primary
Number of pupils in school	138
Proportion (%) of PDG eligible pupils	10.1% (14 pupils)
Date this statement was published	September 2026
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	£ 16,100
Total budget for this academic year	**£826,117.30**

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 2026-27 are as follows:

1. **Teaching and Learning Target 1 (IA1)** To continue to improve standards in literacy, language and communication across the school
2. **Teaching and Learning Target 2 (IA1)** To further develop the concrete, pictorial, abstract approach to teaching mathematics
3. **Assessment and pupil progress** Continue to develop and refine our approach to improving the assessment and tracking of pupils' skills.
4. **Leading and Improving (IA3)** Through targeted professional development, we will build capacity across our teaching and leadership teams in response to temporary staffing changes.

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
Effective assessment identifies pupils that require literacy support Highly effective intervention programmes support pupils' basic literacy skills and ensure targeted pupils make good progress	Nearly all pupils accessing additional support make good progress in literacy. Relevant staffing ratios sustained to provide basic skills learning support programmes: • Speech and Language link • Literacy Launchpad • POPAT All relevant staff provided with suitable CPD to meet needs of learners.
Effective assessment identifies pupils that require numeracy support Highly effective intervention programmes support pupils' basic numeracy skills and ensure targeted pupils make good progress	Nearly all pupils accessing additional support make good progress in numeracy. Relevant staffing ratios sustained to provide basic skills learning support programmes: • Pre-teach • Numberstacks All relevant staff provided with suitable CPD to meet needs of learners
Effective assessment identifies pupils that require well-being support Highly effective intervention programmes support specific pupils' wellbeing.	Boxall assessments used to monitor and track pupil well-being. Pupils identified as requiring well-being support receive ELSA/ Boxall strategies/ relationship based play All relevant staff provided with suitable CPD to meet needs of learners. (E.g. ELSA Supervision)
Effective assessment on entry identify pupils in Foundation Learning that require early language and communication support	Wellcom and language link assessments identify pupils that require early language and communication support: • 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: £ 12,100

Activity	Evidence that supports this approach
Effective deployment of staff to provide targeted literacy support programmes to improve pupils' literacy skills • 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

	MAKING BEST USE OF TEACHING ASSISTANTS The effective use of TAs in delivering structured interventions out of class
Effective assessment on entry identify pupils in Foundation Learning that require early language and communication support • Wellcom • Speech and language link	Education Endowment Foundation- PREPARING FOR LITERACY Improving communication, language and literacy in the early years MAKING BEST USE OF TEACHING ASSISTANTS The effective use of TAs in delivering structured interventions out of class
Effective deployment of staff to provide targeted numeracy support programmes to improve pupils' numeracy skills and confidence • Pre-Teach • Numberstacks	Education Endowment Foundation- IMPROVING MATHEMATICS IN Keys Stage 1 & 2 Use structured interventions to provide additional suppor Education Endowment Foundation- MAKING BEST USE OF TEACHING ASSISTANTS The effective use of TAs in delivering structured interventions out of class

Community Schools

Budgeted cost: £ N/A

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: **£4000**

Activity	Evidence that supports this approach
Effective deployment of appropriately trained staff to deliver effective strategies and interventions to impove wellbeing of identified learners. • Lego Therapy • Boxall strategies • Elsa • Sensory Circuits	Education Endowment Foundation- MAKING BEST USE OF TEACHING ASSISTANTS- The effective use of TAs in delivering structured interventions out of class

Total budgeted cost: £ 16,100

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 2025-26 academic year.

PDG Outcomes 2025-26

The table below detailes the programmes that were funded though our PDG funding 2025-26

As we are a school with low PDG & EYPDG (9%) Our total PDG grant was £18, 600. 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	1 trained ELSA delivered successful blocks of sessions with 11 pupils, and	ELSA (Emotional Literacy Support Assistant) provision was delivered to **11 pupils** across the school to support

	supported further pupils for check ins. 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.	emotional wellbeing, resilience, self-regulation and social development.
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.	Literacy Launchpad supported 9 pupils across the school. PM Benchmark data shows that 89% (8 of 9 pupils) made measurable progress in reading attainment, with several pupils making substantial gains. Overall, the intervention has had a positive impact on reading development and helped pupils make progress from their individual starting points.
WELLCOM	Early Years language intervention	The Wellcomm intervention has a positive impact on pupil outrcomes. Pupils working within the Green band increased from 25% to 50%, all Red outcomes were eliminated, and no pupils remain two or more levels below expectation.
POPAT	Trained staff member delivers POPAT literacy interventions to identified pupils to improve basic phonic skills	POPAT intervention has had a positive impact on pupils' phonological awareness skills. 60% of pupils are now achieving 70% or above, with one pupil achieving over 90%. Pupils' average scores increased from 29.9% to 52.4%, demonstrating improving confidence and

		accuracy in key early literacy skills
Pre-teach	Pre-teach- teaching assistants withdraw pupils for short sessions prior to the maths lessons to 'pre-teach' strategies to build pupil confidence in maths	26 pupils 20 pupils (77%) no longer require Safmed support through pupil progress meetings and personalised test data. 6 pupils (23%) will require continued support.
Numberstacks	Trained TA delivers regular sessions to develop pupils basic number skills	30 pupils from Y1-6 received targeted support. **9 pupils (30%)** have reached year-group expectation **4 pupils (13.3%)** are very close to achieving year-group expectations and require only minor consolidation. **8 pupils (26.7%)** are making good progress but still need further Number and Place Value teaching. **4 pupils (13.3%)** have developed some understanding but require continued intervention. **5 pupils (16.7%)** require significant support and further assessment to identify precise gaps in learning.

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	
My Concern	RCT
Speech/Langauge Link	RCT

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.