

CWMFFRWDOER PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	Cwmffrwdoer Primary School
Number of pupils in school	227 (including Nursery)
Proportion (%) of PDG eligible pupils	26.9%
Date this statement was published	19.10.26
Date on which it will be reviewed	31.03.27
Statement authorised by School Improvement Partner	Nikki Dargie
PDG Lead	Sarah Truelove
Governor Lead	Nicola Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£47,049
EYPDG	£13,800
Total budget for this academic year	£60,849

- It should be noted that other grants and the core school budget are also used to support the undertaking of the activities / opportunities identified.

Part A: Strategy Plan

Statement of Intent

The school will use Pupil Development Grant (PDG) funding strategically to reduce the impact of socio-economic disadvantage and ensure that all pupils have equitable opportunities to achieve and thrive. Funding will support the deployment of skilled staff to deliver targeted interventions in literacy, numeracy and wellbeing, enabling pupils to make strong progress and overcome identified barriers to learning.

PDG funding will contribute towards the provision of nurture and pastoral support for pupils with emotional, social and behavioural needs, helping to improve their wellbeing, engagement and readiness to learn. The school will also utilise teaching assistants across the Foundation Learning

phase to provide targeted support for learners and their families, strengthening both academic outcomes and wellbeing.

In addition, funding will be used to ensure that pupils eligible for free school meals can access the same experiences and enrichment opportunities as their peers, promoting inclusion and participation. The school will continue to develop meaningful engagement with families and the wider community through a range of activities designed to strengthen partnerships and support pupils' learning and wellbeing.

The impact of all PDG-funded provision will be monitored and evaluated regularly to ensure that spending contributes effectively to improved outcomes for eligible learners.

Our key principles are

- To improve pedagogy and provision for all our learners in the key areas of language, literacy and communication, mathematical development and close the attainment gap between disadvantaged pupils and their peers
- To improve pupil's independent application of literacy and maths across the curriculum so that many pupils are working within age-related expectations
- To enable an inclusive culture and ethos for all at Cwmffrwdor Primary School, supporting our learners and to remove barriers to learning so that many pupils are working securely at age-related expectations.
- To develop family engagement so that meet the needs of all learners and close the gap of attainment.

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
Teaching and Learning To improve standards in literacy and numeracy and strengthen pupils' independent application of skills across the curriculum. The employment of teaching assistants from Nursery to Year 1 supports pupils' learning and progress through targeted academic, pastoral and wellbeing interventions, helping learners to engage successfully and achieve their potential.	Nearly all pupils understand the skills they are learning and can increasingly select and apply literacy and numeracy skills independently in meaningful contexts. As a result, standards in literacy and numeracy improve across the school
Wellbeing, Care, Support and Guidance	Nearly all pupils feel safe, valued and supported to thrive in a highly inclusive

To further develop an inclusive culture that promotes attendance, engagement and equity for all learners. To reduce barriers to learning. #NotInMissOut communication campaign reinforces the importance of regular attendance successfully and contributes to reducing unauthorised absences across the school. Financial support is provided to remove barriers to participation, ensuring that all pupils can access educational visits, enrichment activities and school experiences on an equitable basis.	culture. As a result, attendance improves, barriers to learning are reduced and more pupils engage successfully in school life and learning. All pupils have equal access to the essential experiences and opportunities within the curriculum, ensuring that financial disadvantage does not prevent participation in any aspect of school life.
Leadership Strengthen distributed leadership and professional learning to improve teaching, learning and outcomes for all learners.	Leadership at all levels is highly effective and informed by robust self-evaluation and professional enquiry. Professional learning leads to improvements in teaching and pupil outcomes.

Activity in this academic year

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

• PDG funding to employ teaching assistants for pupils in early years and in Year 1 to Year 6 to support identified learners • Release time for staff working with pupils identified as needing support and interventions. • Pupil Progress release time for staff to evaluate progress of learners

Learning and Teaching £49,860

Activity	Evidence that supports this approach
Release staff to undertake intervention for identified pupils	Additional support (Dosbarth Caswell) and small group teaching to support pupil progress <i>EEF Toolkit – Small group tuition -moderate impact for low cost based on moderate evidence.</i>
Support staff are deployed effectively across classrooms, interventions, ELSA and	Previous practice in maintaining favourable adult-to-pupil ratios from Nursery to Year 3 has supported the development of pupils' social, emotional and independent learning skills, particularly for targeted learners.

nurture provision, resulting in improved wellbeing, engagement and attendance, alongside stronger progress in literacy and numeracy for pupils eligible for PDG.	Targeted deployment of support staff across Years 1 to 6 has strengthened nurture provision for pupils with identified emotional and social needs, resulting in improved wellbeing, confidence and engagement in learning. School tracking information indicates that pupils receiving additional support make stronger progress in their wellbeing and learning outcomes. The use of teaching assistants is supported by research evidence, with EEF findings indicating a moderate positive impact on pupil progress when interventions are implemented effectively.
Vulnerable learners and those eligible for free school meals (FSM) receive timely, targeted catch-up support including Little Wandle rapid daily interventions, resulting in improved progress in literacy, numeracy and wellbeing, and helping to reduce the impact of disadvantage on attainment.	Targeted intervention programmes are prioritised for vulnerable and FSM learners, with regular monitoring showing improved engagement, confidence and progress in key skills. Daily support through a range of interventions enables pupils to address gaps in learning and access the curriculum more successfully.
ELSA sessions are implemented effectively to support pupils' emotional wellbeing and self-regulation skills, resulting in increased engagement with learning, improved resilience and more positive participation in school life.	Targeted pupils participate in regular ELSA sessions that help them develop strategies for managing their emotions and behaviour. Monitoring information demonstrates improvements in pupils' wellbeing, relationships, readiness to learn and engagement in classroom activities. <i>EEF - Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence +7 months impact.</i>

Community Schools £7,349

Activity	Evidence that supports this approach
Development of Community Engagement to make strong links with	Collaboration with families and community ensures learners feel supported. The school can share expertise in supporting skills of reading and maths. Parental engagement support learners in making progress.

community groups and further develop parent engagement	<i>EEF – Parental Engagement – moderate impact for very low cost based on extensive evidence.</i>
To engage with community and raise standards in reading for all learners	Nearly all learners will be challenged to reach their full potential in reading. Regular pupil progress meetings will ensure all teachers are supporting all learners in their reading journey. <i>EEF Toolkit – Reading comprehension strategies – very high impact for very low cost based on limited evidence</i>
Learners eligible for FSM and those with identified vulnerabilities access the full range of educational visits, enrichment activities and curriculum experiences, ensuring that financial barriers do not limit participation, engagement or achievement.	Financial support enables vulnerable learners to participate fully in school visits, residential experiences and enrichment activities. Participation data indicates equitable access to curriculum opportunities and increased engagement in school life. The school promotes equity by ensuring that all pupils can access the same educational and enrichment opportunities, regardless of their circumstances. Evidence from PASS surveys, pupil voice and learning reviews shows that pupils develop increased self-esteem, confidence and skills as a result of these experiences. For example, subsidising residential visits for eFSM and vulnerable pupils enabled full participation in valuable outdoor learning opportunities, leading to improved resilience, teamwork, confidence and a stronger sense of belonging within the school community.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations) £3,640

Activity	Evidence that supports this approach
Wellbeing leads attend training for The Anna Freud Strategies for Safety and Wellbeing 8-week intervention supports pupils to develop a better understanding of personal safety, recognise and manage emotions, and apply appropriate coping strategies. The programme has contributed positively to pupils' emotional wellbeing, self-regulation and engagement with learning. Feedback from	The school's use of the Anna Freud <i>Strategies for Safety and Wellbeing</i> programme is evidence-based and supports pupils to develop emotional literacy, self-regulation and coping strategies. Research demonstrates that the intervention improves pupils' understanding of wellbeing and help-seeking behaviours, leading to better engagement and readiness to learn.

pupils and families, alongside school monitoring, indicates improved confidence, stronger emotional literacy and increased engagement in school and family life.	
Sandy Bear bereavement training to enhance staff knowledge, skills and confidence in supporting pupils and families affected by loss. This contributes to improved wellbeing support and helps vulnerable learners remain engaged and ready to learn.	Training delivered by Sandy Bear has provided staff in other settings with practical strategies to support bereaved pupils and their families. This has strengthened the school's capacity to respond to emotional needs effectively and contributes to improved wellbeing, inclusion and engagement for vulnerable learners.
Learners engage in high-quality music provision through Gwent Music, building on prior skills and developing increased confidence, creativity and proficiency within the Expressive Arts Area of Learning and Experience.	Engagement with Gwent Music has resulted in increased confidence, knowledge and musical skills among participating pupils. Learners develop their performance, listening and creative abilities while building upon prior learning. Exposure to high-quality musical experiences also supports the development of cognitive skills, memory and retention, alongside enhancing collaboration, communication and teamwork skills through shared musical activities.

Total budgeted cost: £60,849

Part B: Review of outcomes in the previous academic year (2025-2026)

Activity	Impact
Comprehensive programme of interventions	The school provided a comprehensive programme of targeted literacy and numeracy interventions to support pupils in overcoming barriers to learning and improving their basic skills. During 2025–26, 72 pupils accessed literacy interventions and 62 pupils accessed mathematics interventions, including programmes such as Corrective Reading, Little Wandle, Springboard, Catch Up Maths and Number Recovery. Intervention data demonstrates a positive impact on pupil outcomes. In literacy, 81 pupils received an average of 18 sessions and made an average gain of eight benchmark levels over a seven-week period. In mathematics, 83 pupils received an average of 26 sessions and gained an average of nine skills over seven weeks. School tracking shows that all pupils accessing interventions made progress from their individual baselines, indicating that targeted support is effective in improving pupils' literacy and numeracy skills and helping to reduce gaps in attainment for vulnerable learners.
Nurture and Well-being provision	The progress of all pupils accessing nurture, intervention and wellbeing provision was monitored and evaluated regularly. Assessment information, wellbeing measures and staff observations were used to review the effectiveness of support and inform next steps. Interventions were adapted, refined or reorganised in response to ongoing analysis, ensuring that provision remained responsive to pupils' changing needs. As a result, targeted learners demonstrated improvements in wellbeing, emotional regulation, engagement with learning and readiness to participate successfully in school life.
To subsidise Y5 and Y6 e-FSM pupils attending the Oaker Wood Residential Centre in July 2026	Subsidising the cost of transport and meals for pupils eligible for e-FSM had a significant positive impact by ensuring equitable access to educational visits and enrichment opportunities. As a result, all pupils, including those at risk of adverse outcomes, were able to participate fully in a wide range of outdoor learning, environmental and social experiences. This support removed financial barriers to participation, promoted inclusion and belonging, and enabled pupils to benefit from the educational, personal and social development opportunities these experiences provided.

