

Catwg Primary School
Pupil Development Grant (PDG) 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

Number of pupils in school	<i>Full time 176 Part time 44 Full time equivalent 190</i>
Proportion (%) of PDG eligible pupils	<i>12%</i>
Date this statement was published	<i>September 2025</i>
Date on which it will be reviewed	<i>October 2026</i>
Statement authorised by	<i>Mr Gareth Phillips – Headteacher</i>
PDG Champion	<i>Mrs Kerensa Stephens – Acting Deputy Headteacher</i>
Governor Lead	<i>Cllr Phil Rogers – Chair of Governors</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	<i>PDG £26,450 + PDG Smoothing £8,050 + EY PDG £2,300 + EY PDG Smoothing £3,529 Total £40,329</i>
Total budget for this academic year	£1,187,814

Part A: Strategy Plan

Statement of Intent

Our aim at Catwg Primary School is to nurture, inspire, guide and challenge all our pupils. We will achieve this through enjoyable, meaningful and diverse learning experiences in a supportive environment, which places acceptance and wellbeing at its heart – enabling our pupils to become lifelong learners who aspire to their full potential. Our school cultivates distinctive values through our ethos, placing particular importance on our children’s personal needs and happiness.

Our objective is to ensure that all pupils to make progress towards the four purposes, via developing their literacy, numeracy, digital, integral and thinking skills.

The school’s PDG Strategy plan works toward achieving these objectives via specific and evidence informed objectives set within the school’s improvement planning schedule, which informs its self-evaluation.

We endeavour to deliver an inclusive, equitable plan which promotes good outcomes for all learners.

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
To further develop opportunities for pupils to experience and apply their numeracy skills.	<p>Developing Financial and Enterprise Skills</p> <ul style="list-style-type: none"> • Most pupils can independently apply a range of numeracy skills to solve practical problems in real-life contexts, such as calculating costs for an enterprise project or managing a budget. • Most practitioners consistently identify and create opportunities for pupils to use numeracy in practical scenarios beyond the standard curriculum, with a particular focus on financial literacy and enterprise.
	<p>Encouraging Independent Numeracy Application</p> <ul style="list-style-type: none"> • Nearly all pupils can articulate their thought process and explain the reasoning behind their numeracy solutions, identifying and correcting their own misconceptions. • Nearly all practitioners consistently plan for and create lessons that explicitly provide pupils with opportunities to apply numeracy skills independently, in addition to dedicated math sessions. This is reflected in planning documents across all areas of learning.
	<p>Embedding Numeracy Across the Curriculum</p> <ul style="list-style-type: none"> • Most pupils consistently transfer numeracy skills to new and unfamiliar contexts across different subjects, such as using measurement in science or analysing data in geography. • Most practitioners effectively integrate numeracy learning into their long-term and weekly planning, ensuring a balanced coverage of a wide range of numeracy strands (e.g., shape, space, measure, time) throughout the year, as reflected in the new CPA approach.
To develop pupils' independence, with a particular focus on more able.	<p>Fostering Independent and Resourceful Learners</p> <ul style="list-style-type: none"> • Most pupils effectively use their problem-solving skills to overcome challenges, demonstrating

	<p>initiative and resourcefulness by independently choosing and applying appropriate strategies.</p> <ul style="list-style-type: none"> • Most practitioners create a learning environment where pupils take ownership of their learning, actively participating in decision-making and developing a sense of responsibility for their progress. • Nearly all practitioners consistently use open-ended questioning and feedback to promote independent thinking and speculative reasoning, as evidenced by a decline in 'hand-holding' and an increase in pupils' ability to articulate their thought processes.
	<p>Developing Creativity and Cross-Curricular Innovation</p> <ul style="list-style-type: none"> • Nearly all pupils will confidently transfer skills and knowledge across different subjects, demonstrating creativity and leadership by proposing innovative connections between concepts. • Most practitioners consistently plan for and facilitate cross-curricular activities that encourage pupils to explore ideas freely, develop their creativity, and take on leadership roles. • The Learning Logs will be successfully implemented in Years 3, 4, 5, and 6, serving as a tool for pupils to independently record their learning journeys, reflect on their progress, and generate new ideas for a project.
<p>To further develop a consistent approach to the teaching of reading.</p>	<p>Strengthening Comprehension and Inference</p> <ul style="list-style-type: none"> • A majority of pupils will confidently apply a range of reading strategies, including inference, to deepen their understanding of a text and explain their reasoning using textual evidence. • Nearly all practitioners will effectively use the Catwg Reading & Phonics plan to ensure consistent delivery of reading and comprehension strategies across both Key Stage 1 and 2, enabling pupils to build on foundational skills.
	<p>Developing Foundational Skills and Vocabulary</p> <ul style="list-style-type: none"> • Most pupils will independently use context clues, and other learned strategies to decipher the meaning of

	<p>new or unknown words across all subjects, not just in dedicated literacy sessions.</p> <ul style="list-style-type: none"> • Nearly all practitioners will consistently integrate vocabulary development and the teaching of punctuation into all areas of the curriculum, providing pupils with the tools to both express themselves effectively and understand the nuances in a text.
	<p>Promoting Reading for Pleasure</p> <ul style="list-style-type: none"> • Nearly all pupils will be able to select and engage with a wide range of challenging and inspiring reading materials that are aligned with their interests and ability levels. • Nearly all practitioners will proactively use the newly acquired reading and Jolly Grammar resources to create a stimulating reading environment, ensuring that pupils have continuous access to high-quality texts that foster a love for reading.

Activity in this academic year

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

Activities

1. Numeracy

- **Professional Learning:** All teachers will continue to receive professional learning to **develop and refine opportunities for pupils** to use their numeracy skills in a range of real-world scenarios, including financial literacy and enterprise events.
- **Collaborative 'Enquiry':** Staff will engage in a collaborative 'enquiry' to continue the **development of maths and numeracy across the school**. This will include targeted INSET days and staff meetings focused on integrating numeracy skills across all areas of learning.
- **AOLE Leads:** The role of the AOLE (Areas of Learning and Experience) leads will be developed to provide them with leadership time to **monitor the application of numeracy skills** and support their colleagues.

2. Independence and Innovation

- **Professional Learning:** All staff will receive professional learning focused on fostering pupil independence, with an emphasis on **developing innovation and problem-solving skills**. This includes providing a supportive environment for eFSM (free school meals) pupils to build their confidence and take ownership of their learning.
- **Learning Logs:** The school will continue to trial and then **roll out Learning Logs** to Years 3, 5, and 6 for the 2025/2026 academic year. These logs will be used to promote pupil responsibility and initiative.

3. Literacy

- **Professional Learning:** All staff will continue to receive professional learning on **effective teaching strategies** for literacy, with a specific focus on developing pupils' comprehension skills, vocabulary, and ability to use punctuation for expression.
- **Collaborative 'Enquiry':** A collaborative staff 'enquiry' will continue to drive the **development of literacy across the school**. This will be supported by INSET days and staff meetings.
- **Catwg Reading & Phonics Plan:** The **Catwg Reading & Phonics plan will be extended to include Key Stage 2** to ensure a standardized and consistent approach to literacy instruction throughout the school. This will be supported by the ongoing renewal of Jolly Classroom and Jolly Grammar resources.
- **AOLE Leads:** The AOLE leads will be given leadership time to oversee the **implementation of the school-wide literacy initiatives** and to ensure consistency in the delivery of foundational skills and strategies.

Targeted Interventions

- **Intervention Funding:** The school will continue to fund Teaching Assistants to provide **targeted interventions** to pupils who need additional support with their basic skills and wellbeing.
- **Support Initiatives:**
 - **Additional TA support** will be provided during the Autumn term.
 - The school will **transition from mixed-age to single-age classes** for 2025/26.
 - The **Nessy dyslexia program** will be introduced and continued as a resource to support pupils with specific learning needs.

Learning and Teaching – Activities include *professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.*

Budgeted cost: £ 39,329

Activity	Evidence that supports this approach
<p>1. Enhancing Cross-Curricular Numeracy</p> <ul style="list-style-type: none"> • Teachers will refine and expand opportunities for numeracy skills to be applied across all subjects, making connections to real-world contexts and encouraging students to see how math is relevant everywhere. This will be a key focus in planning and professional development. • ADDs (Additional Development Days) time will be specifically devoted to collaborative discussions around planning for and implementing these cross-curricular numeracy experiences. • All adults will receive training and resources to ensure a deeper understanding of how pupils' integral skills, such as problem-solving and critical thinking, can impact independent learning, with teaching staff leading a collective inquiry on this topic. 	<p>Numeracy and Cross-Curricular Application</p> <ul style="list-style-type: none"> • Most pupils across the school demonstrate a strong and comprehensive grasp of number work in mathematics. This foundational understanding is a key strength. • From Year 3 to Year 6, teachers are now consistently providing pupils with a broader range of mathematical concepts, including shape, space, and measure. This is a direct result of the 'pause and cover' approach implemented in the new CPA framework. • Evidence from planning documents and classroom observations shows a significant increase in opportunities for pupils to apply their numeracy skills in other subjects, such as using data analysis in science or calculating measurements in design and technology. Enterprise events and financial literacy sessions in Year 5 and 6 have been successful in providing real-world application.
<p>2. Fostering Independence and Deeper Learning</p> <ul style="list-style-type: none"> • All adults will consistently encourage independence in their daily practice, creating a learning environment where students take initiative and responsibility for their work. • The school will develop team-teaching and triad partnerships for teachers to reflect on their practice and share effective strategies for building student independence. • Teaching staff will develop their understanding of how to use Solo Taxonomy (a framework for assessing learning outcomes) to further develop student independence and provide 	<p>Independence and Deeper Learning</p> <ul style="list-style-type: none"> • Most pupils now display an excellent level of engagement in their work and respond positively to feedback. • In Years 3 to 6, pupils are demonstrating greater independence. The introduction of open-ended questioning and 'Learning Logs' has empowered pupils to take ownership of their learning, moving away from overly-directed teaching. The level of challenge has been elevated, with teachers planning for and encouraging pupils to explore multiple strategies for solving problems. • Pupils are demonstrating increased resourcefulness, actively seeking out and using learning resources to address challenges.

<p>specific, actionable feedback that encourages deeper thinking.</p> <ul style="list-style-type: none"> • Adults will work with colleagues in their phase and across year groups to ensure that student independence is being nurtured and developed consistently from Nursery through Year 6. 	<p>Literacy and Reading Comprehension</p> <ul style="list-style-type: none"> • Nearly all learners now actively use strategies for working out the meaning of unknown words, such as context clues and an understanding of word parts. The consistent delivery of the Catwg Reading & Phonics plan across all key stages has been crucial in building these foundational skills.
<p>3. Strengthening Literacy Foundations</p> <ul style="list-style-type: none"> • A consistent, whole-school approach to the delivery of phonics and reading will be established and followed by all staff. • Teaching assistants will receive updated training on foundational programs, including Numicon, the CPA Approach (Concrete-Pictorial-Abstract) for math, Jolly Phonics, and specialized reading interventions. This ensures they are equipped to support both numeracy and literacy skills effectively. • Teachers will continue to develop their awareness of both horizontal and vertical differentiation, working with phase colleagues to ensure a clear progression of skills and learning, tailoring instruction to meet the needs of all students within and across year groups. 	<ul style="list-style-type: none"> • A majority of pupils now use punctuation effectively to inform their expression when reading aloud, showing a deeper understanding of the text's meaning. • Most learners are successfully using inference to better understand their texts. They are able to describe characters and their motives by drawing on both the explicit and inferred information, a marked improvement from previously relying only on the literal text. This is a direct result of professional development focused on developing critical thinking and comprehension skills.

Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*

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Budgeted cost: £ n/a

Activity	Evidence that supports this approach
Family Engagement Officer	School received c.£16k grant to employ 0.5 FEO from September 2025. Currently undertaken by DHT/ALNCo - Supporting parental links through attendance at playgroup and Forest School sessions. Parent liaison activities across the school. Parent links to external agencies and support.
Extra-curricular	Anecdotal evidence shows many eFSM pupils have received positive impact on their social and emotional wellbeing through attending a variety of after school clubs that the school provides. Pupil 'take up' is excellent and all clubs are well attended.
Food and Fun (fully funded)	Not run during the summer of 2025. Explore potential for summer 2026.

Wider strategies*Health and Well-being – Wellbeing interventions, whole school approach**Curriculum/qualifications – outdoor learning, residential**Leadership – professional learning on leading challenge**Raising Aspirations- working in partnership with other agencies*

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach
Teaching assistant will provide Wellbeing Interventions.	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils' social and emotional learning has 'moderate impact for very low cost based on very limited evidence' (an additional 4-month progress over the academic year).</p> <p>Teaching assistant will carry out Boxall Profile assessments to identify need and plan support.</p>
Funding for trips	<p>Funding is made available for the Y6 residential visit – parents contact school if support is needed.</p> <p>School has funded multiple trips / educational visits over the course of the year with zero cost to pupils.</p>

Total budgeted cost: £ 40,329

Part B: Review of outcomes in the previous academic year

PDG outcomes - Most pupils who are eligible for free school meals make effective progress from their starting points.

Supporting integration of LSC pupils into mainstream lessons	Effective integration of HI pupils. eFSM pupils given the opportunity to socialise with hearing peers, and to practise their language skills.
Supporting pupils to improve literacy skills	Most eFSM pupils further closed the gap between RA and CA age from the same point last year. Most eFSM pupils have made good progress towards their targets.
Resources	Resources purchased, enabling eFSM pupils to develop their understanding of literacy skills – Jolly Classroom / Nessy
Funding for trips	Funding will enable eFSM pupils to take part in the visit.

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
n/a	

Further information (optional)

n/a
