



Ysgol Gynradd Cwmnedd Primary School Pupil Development Grant (PDG) Strategy Statement



Article 3: Everyone who works with children should always do what is best for them.

Pupil Development Grant (PDG) Strategy Statement 2025 - 2026

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	144 Number of pupils as of January PLASC 2025
Proportion (%) of PDG eligible pupils	44.1% as of January PLASC 2025
Date this statement was published	14.09.2025
Date on which it will be reviewed	14.09.2026 (and reviewed throughout the year)
Statement authorised by	Miss Sarah Harwood (Headteacher)
PDG Lead	Miss Sarah Harwood (Headteacher)
Governor Lead	Mrs Rita Evans (Chair)

Funding Overview

Detail	Amount
PDG funding allocation this academic year – 2025/2026:	
Early Years PDG	£ 12,650
Early Years PDG Smoothing	£ 4,234
PDG	£ 72,450
PDG Smoothing Allocation	£ 17,250
Funding for FEO role (15 hours)	£ 16,359 (Ringfenced)
Total budget for this academic year	£106,584
	£ 16,359 (ring fenced)

Part A: Strategy Plan

Statement of Intent

At Cwmnedd Primary School our vision is to develop an **inclusive school where wellbeing, equity and learner outcomes** are at the heart of all we do. This vision underpins our purpose and supports the 'why' of what we do. As a Gold Rights Aware School, following the UNCRC, we ensure that the rights of the child are central to our daily practise and ethos.

At Cwmnedd Primary we deem the Pupil Development Grant as essential in enabling us to support learners living in low-income households, those learners eligible for Free Schools Meals, and to tackle the impact poverty has on pupil progression.

Our Curriculum Develop has been very personal to us as a school. In utilising the PDG monies, we aim for all learners to be effectively supported to so that they are able to make the necessary progress towards the four purposes and also make progress in literacy, numeracy and digital competency skills, to be creative thinkers and problem solvers, and to provide opportunities to ensure our learners have many enriching experiences that support knowledge, understanding and skills development.

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
Priority 1 - To develop Higher Order Reading Skills to support younger learners and those with ALN.	<p>Many younger learners will retain the initial code and make the sound-letter correspondence to read simple words.</p> <p>Many older learners will retain the extended code to read new and polysyllabic words plausibly.</p> <p>Many eFSM learners will make progress in their reading age from their starting point.</p> <p>Many learners, accessing intervention, will make progress from their starting point.</p> <p>Nearly all teaching assistants will receive Sounds Write training.</p>
Priority 2 – To improve independence in writing skills through effective talk and sentence development	<p>Nearly all Teaching Staff will attend effective professional learning.</p> <p>Most teachers will provide opportunities to develop and improve writing at sentence level</p> <p>Many eFSM learners will improve their writing, creating sentences that are concise and correctly formed.</p> <p>Many eFSM learners talk with increasing confidence to share a simple story.</p>
Priority 3 – To develop formative assessment practises to help pupils to develop as effective learners (understand their own strengths and areas for improvement)	<p>EEF Feedback recommendations are used by staff to gain an understanding of the impact this has on learning.</p> <p>Most staff provide opportunities for children to discuss their learning, strengths and their next steps.</p> <p>Most staff ensure effective learning conversations and live marking so that the learning cycle is closed during sessions.</p> <p>Most eFSM children can consider their learning and offer feedback to themselves and identify next steps in their learning.</p>
Priority 4 - To continue to improve attendance and reduce the variation between eFSM and non eFSM pupils	<p>We will continue during 2025/2026 to focus on improving attendance to strengthen the processes for tackling poor attendance, working closely with our Families, EWO and Family Engagement Officer.</p> <p>School will continue to utilize a First Response approach to absences, focusing specifically on our eFSM learners and persistent absentees.</p> <p>School maintain a target a realistic target for end of year attendance across the school.</p> <ul style="list-style-type: none"> • Overall attendance will improve from 90% to 92% • Attendance of eFSM pupils will increase from 86% to 90%. Even though this is below our whole school

	<p>target, it is an increase in line with progress expected across the whole school.</p> <p>Many vulnerable learners will make improved progress in learning because of improved attendance.</p>
Priority 5: To develop effective Leadership at all levels	<p>Leaders recognise their roles and responsibilities and understand how this impacts pupil progress</p> <p>Leaders support teachers to utilise data to effectively support learner progress.</p> <p>Leaders utilise data for groups of learners to ensure that eFSM children make effective progress in all areas of their learning.</p>

Activity in this academic year

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

<p>To support staffing costs and purchasing of subscriptions/resources in order to implement effective Inclusive Learning Provision to support the learning and teaching activities listed below.</p> <p>To track and monitor the progress of eFSM children to ensure they are achieving their potential.</p> <p>To ensure children entitled to Free School Meals have access to learning experiences and residential stay outside of school.</p> <p>To develop the role of a school based Family Engagement Officer, using specific funding from our LA, so that we can support our children and families, especially those who face disadvantage.</p> <p>The PDG grant is supplemented by the school budget where needed, in order to meet the full costs.</p>

Learning and Teaching Budgeted cost: £ 3,468

Activity	Evidence that supports this approach
<p>Priority 1: To subscribe to Sounds-Write Membership Portal</p> <p>Teaching Assistants to embark on their own SoundsWrite PL Pathway.</p> <p>Interventions established to support low attaining children.</p> <p>Teaching staff utilise portal to support delivery of sessions</p>	<p>EEF - Moderate impact for very low cost</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. Phonics can be especially beneficial for children who are lower attaining. 4. The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</p> <p>As a school we have invested in training for our teaching staff using the Sounds Write Approach. Sounds Write is a highly structured, systematic phonics programme based on the Science of Reading.</p> <p>For the year 2025 -2026, we have invested into the SoundsWrite Membership Subscription which will enable the school to access training and professional learning for all staff so that we have a uniform approach to developing the teaching of spelling, reading and writing across the school.</p>

	This year we plan for our Teaching Assistants to embark on their Professional Learning Pathway with SoundsWrite so that they can then deliver SoundsWrite Intervention sessions with our children.
Subscription to Bug Club Reading Programme (Independent and Guided Reading resources)	Continued subscription allows children to access books online at school and from home to support independent reading.
To develop empathy through reading with a link to social and emotional health and wellbeing. Empathy Lab Affiliate Schools	EEF Blog: Handbooks for Humans – 5 simple ways to use stories to deepen children’s social and emotional learning skills. We have engaged with the work of Empathy Lab for a number of years and last year, were able to develop ourselves as an affiliate school. To continue the work we have started as a school to develop empathy through reading. This allows our learners to access a range of situations through story and develop empathy with others.
Subscription to Rapid Phonics and Rapid Reading	To support develop of ILP, so that every class has access to resources and we do not rely on just one set of resources. To support learners to catch up and make progress in phonological awareness and reading.
Priority 2: Talk for Writing Training	EEF - Oral language can support pupils of all ages in formulating ideas, expanding vocabulary, and understanding sentence structures – all of which are essential for writing. All teaching staff to attend Talk for Writing training early in the year to reignite the previous training they have received. Staff will make use of the short burst writing and 5 sentence stories strategies to support daily practise for children.
Wellcomm assessments carried out with Nursery and Reception children to support early language acquisition.	Assessments allow us to activate early intervention with learners if needed. Intervention integrated discretely into learning activities
Subscription to Speech Link and Language Link online assessment tool so that we can conduct assessments with Reception and Year 1 and Year 3 learners.	A number of our learners enter school with a low baseline in speaking skills. Assessments allow us to see where learner needs lie, how we can create a programme of support and where we need to refer to external agencies.

Community Schools

Budgeted cost: **£2,900**

Additional Grant Funding for FEO role: £16,000

Activity	Evidence that supports this approach
Secondment of FEO from current staffing to fulfil FEO role parttime.	Having been part of a cluster wide pilot project to develop the role of FEO within school, The Education Endowment Foundations Teaching & Learning Toolkit entry for Parental Engagement reports that on average, approaches to parental engagement are associated with +4 months’ additional progress for children, compared to

	<p>children without such support. In the early years, the EEF suggests that parental engagement can lead to up to +5 months' additional progress for children who are in pre-school / early years settings.</p> <p>A review commissioned by the EEF (Universities of Plymouth & Exeter) found that home-school partnerships make a significant difference to attainment regardless of a pupil's age or socio-economic status.</p> <p>The EEF emphasises that the quality of parental involvement matters — it's not simply any involvement, but effective involvement (e.g., tailored communications, practical home-learning support, sustained contact) that links to improved outcomes.</p>
Continuing to offer Stay and Play sessions for our Rising 3 children and their families. £ Teacher overtime 2.5 hours for 14 weeks)	<p>See EEF information above. This is an extension of our Family Engagement Offer. Stay and Play sessions are attended by Rising 3s Nursery children and family members one afternoon per week.</p> <p>Providing opportunities to develop early speech and language and play.</p> <p>Enabling key agencies involved with families in the community to use the session for information sharing and signposting.</p>
Community Focused Schools and continued Community involvement	<p>Developing and maintaining links within the community to support the transition of learners in to our Early Years</p> <p>Intergenerational work to continue with staff and residents of Trem Y Glyn Residential Home</p> <p>Links with Peniel Church Food Bank and Baby Bank to support our families.</p> <p>Reestablishing links with our local Library to support children reading development, support out of schools.</p> <p>Attendance at Community of Practise sessions and Team Teulu training sessions to enhance the role of FEO.</p>
Collaborative working with our Education Welfare officer to support good attendance. (Priority 4)	<p>Bi-weekly meetings between EWO and Headteacher to ensure we support attendance and monitor causes for concern and review attendance and punctuality issues.</p> <p>Liaison with families to support engagement with school.</p> <p>Rights Respecting Committee focus on supporting engagement and attendance in school.</p>
CAMHS Schools in-reach Team	<p>Utilising the skills of the CAMHS in-reach practitioner to support the emotional health and wellbeing of our children and their families.</p> <p>Presentations to our families on how they can support their children and themselves.</p>
Making links with other childcare providers in the area.	<p>Early intervention for our youngest learners is key and so being able to establish relationships with other child care providers in the local area will ensure that transition to school is smooth and all information is shared in a timely manner.</p> <p>Early Years staff to Attend Community Circle Sessions every half term</p>

Wider strategies

Budgeted cost: **£16,884 EYPDG + £89,700 PDG = £106,584 (TOTAL COST staffing £96,716 + £6,400)**

Activity	Evidence that supports this approach
Teaching Assistant assigned to our Early Years Building to work across both classes so that we can effectively support learners in the development of Inclusive Learning Provision and	<p>EEF Deployment of Teaching Assistants</p> <p>Education Endowment Foundation state:</p> <p>“1. Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess</p>

carry out literacy and language assessments and interventions. £20,483 (EYPDG)	the best way to target support. 3. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy"
Teaching Assistants assigned to each of our Foundation Learning and Upper Phase classes so that we can effectively support all learners in the development of our Inclusive Learning Provision (ILP) £ 76,233 (PDG)	Class sizes in Upper Phase vary, with each of our classes having a high percentage of eFSM learners and a number of learners with ALN. Our TAs effectively support our learners and assist in developing effective Inclusive Learning Provision and Additional Learning Provision where relevant.
Boxhall Profile Subscription £400	Online access to the Boxhall profile so that we can assess learner behaviours in order to effectively support them and offer them nurture intervention appropriately.
Continue to support nurture provision for a group of our Year 4 and 5 learners to ensure wellbeing is supported £1,000	Nurture spaces support the social and emotional aspects of schooling and enable peer modelling. High numbers of eFSM learners across both classes and learners with SEBD need will engage with an effective nurturing environment working alongside Teaching Assistants.
Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses. £5,000	Learners have access to enrichment opportunities which they may not access if charges were in place and ensure that all learners have equitable experiences in enhance learning and sense of belonging to their class and school community.

Total budgeted cost: £ 96,716+£6,400

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
Sounds Write Membership Portal	SoundsWrite
Boxhall Profile online	Boxhall
Motional Tool	
Empathy Lab Affiliate Schools	Empathy Lab
Speech Link/Language Link	Speech Link

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.

Our Eco-Committee have established and run a regular uniform swap shop for all our families, providing opportunities to access pre-loved uniform. We also encourage families to send in pre-loved uniform that their children have grown out of.

Our Rights Respecting Committee play a part in monitoring attendance and are developing an understanding that attendance is important to support learning.

As a school we have links with the Food Bank and Baby Bank at Peniel Church. We are an agent for families and as staff we make donations to the food bank at key times in the year.

We have re-established our PTA in order to create family engagement and to utilise work of the PTA to support our families and learners.

