



Cwmafan 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	344 full time, 38 part time
Proportion (%) of PDG eligible pupils	35%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Lisa George – Head Teacher
PDG Lead	Mrs Lisa George – Head Teacher
Governor Lead	Mrs Claire Miller – Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£116,150.00
Early Years PDG	£40,250.00
Total budget for this academic year	£156,400

Part A: Strategy Plan

Statement of Intent

At Cwmafan Primary School we aim to support and challenge our learners to achieve their full potential – to become ambitious capable learners, ethical informed citizens, healthy confident individuals and creative enterprising contributors. We strive to ensure that all children will develop positive, curious and determined attitudes towards all aspects of their learning and show perseverance to overcome obstacles both in their learning and socially. All learners will develop essential literacy and numeracy skills. They will become confident communicators and organised, critical thinkers, who can adapt to ever-changing situations. We encourage our learners to take an active part in decision making about their own learning, the school environment and the wider community. The Pupil Development Grant (PDG) is crucial to delivering the future success of learners living in low-income households, (pupils eligible for free school meals – eFSM) and to tackle the impact poverty has on pupil progression.

We believe that the most effective way to make use of the PDG Grant is to support eFSM pupils by providing support based around our pupil centred whole school improvement targets. We will target pupils who require particular approaches to support their engagement in learning.

Our whole school priorities are –

1. To improve pupil attendance.
Child friendly target – We need to come to school every day.
2. To develop pupils' understanding of how to make progress in their learning.
Child friendly target – We need to be able to talk confidently about our work and understand what we need to do to get better.
3. To develop pupils' writing skills.
Child friendly target – We need to know what to do to make our writing better.
4. To develop pupils' number skills so that they can apply them in a range of mathematical concepts.
Child friendly target – We need to use our number skills to help us in our maths work.

Cwmafan Primary School

PDG Action plan 2025 – 2026

This strategy statement will outline why we have decided to allocate funding into specific strategies and how these strategies will help to raise aspirations and promote pupils' progression.

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 improve pupil attendance. Attendance remains a priority in our school. Data analysis highlights many positives; however, there is need for further improvement with a focus on this year's year 2 pupils, eFSM pupils, pupils with ALN, pupils with below 80% & 90% and Mondays and Fridays.	• The school will continue to strengthen the process for tackling attendance • Overall attendance will improve from 91.07% to 92.50% • Attendance of eFSM pupils will continue to increase from 87.75% to closer to the NPT average of 88.72% • The percentage of persistent absentees (which has exceeded the target of 8%) will continue to decrease – 5.5% for 2024/25 • ALN pupils will continue to attend regularly and further improve attendance • EAL pupils' attendance has increased from 87.21% (2023/24) to 94.49% (2024/25). This has exceeded LA's attendance for EAL pupils (91.64%) • Nearly all learners will demonstrate increasingly positive attitudes to school and learning

To develop pupils' understanding of how to make progress in their learning.

Since 2023/2024 the school has focused on a shared understanding of progression to ensure pupil's progress in line with the expectations of the Curriculum for Wales. In the previous SDP, it was identified that staff's understanding of progression has continued to deepen throughout the past academic year, as familiarity with the 'Progression Code' and its content has increased. Teaching is progressively aligning with the expectations and guiding principles of the Curriculum for Wales. This has been due to a number of factors including meaningful professional discussions, investment in professional learning and new processes and systems including Cwmafan Child Profiles and Pupil Progress Meetings. However, during a learning walk/listening to learners activity in June 2025 it was noted that many of our pupils struggle to talk confidently about their progress and articulate what their next steps are to make progress in their work. Therefore, it has been identified that although staff have a better understanding of progress, it has not necessarily been shared effectively with our pupils.

It is essential that pupils have a shared understanding of progress and are taught how to reflect and talk about their own progress across the curriculum. This includes area of learning knowledge and skills along with integral skills, cross-curricular skills, values and attitudes. At Cwmafan Primary School, we focus on the overall development of

Provision

Teachers will:

- Provide the learners with strategies to reflect on their learning
- Build time into the timetable to reflect and discuss progression
- Provide high-quality verbal feedback to ensure understanding of progression
- Discuss targets/goals to progress in their work and as individuals
- Involve the learners and parents in the process

Pupils will be able to:

- Talk confidently about their progress in all areas of the curriculum including area of learning specific skills, cross-curricular skills, integral skills and values
- Articulate what they are learning, why it matters and how it connects to previous learning
- Identify what to do if they are stuck and demonstrate independence and resilience
- Talk confidently about what they need to achieve next, how they might get there and what support they may need
- Demonstrate clear evidence of understanding of progression in skills, knowledge and understanding

the whole child, and our concept-based approach reflects that. However, we have identified that the learners need to take a greater role in reflecting and talking about their progress. When pupils reflect on their own progress, they begin to understand their individual strengths and areas for improvement. This helps them to become more aware of how they learn and what strategies work best for them. Additionally, talking about progress enables learners to look back at any mistakes that they have made during their learning journey. It is imperative that pupils understand that mistakes are part of their learning journey and help them to learn. By reflecting and articulating their progress, it can also act to boost confidence and motivation by recognising and celebrating their own achievements. It is as important for learners to talk about how much they have progressed in integral skills such as their collaborative work or a core value such as responsibility as it is in their maths or literacy skills. Discussing progress helps pupils learn how to express their thoughts and feelings and as such, improves their communication skills. Additionally, it encourages learners to take responsibility and ownership themselves rather than relying on a teacher to tell them what they have done wrong and what they need to improve upon. By involving teachers and parents in discussions about progress however, it will open up meaningful conversations and strengthen relationships between learners and adults. Once pupils have reflected and recognised their current levels of understanding or skills, they can begin to think about what

they want to achieve next, how they might get there and what support they need to get there. If the pupils are involved in establishing their own goals, they will be far more motivated and confident at talking about them. By setting this as a whole-school SDP target, we feel confident that we will achieve a better understanding of progress for our learners and therefore, give them the opportunities to progress to the best of their ability.	
To develop pupils' writing skills. The 2024-2025 SDP focused on the implementation of a new literacy and language scheme for pupils who have completed the school's RWI scheme. The implementation of Literacy and Language has improved consistency in teaching and learning across the school. However, a learning walk in June 2025, and a book look in July 2025 highlighted that there is a need to place greater emphasis on pupils improving and upscaling their work. While many pupils are producing extended pieces of writing, few are independently editing and refining their work to the expected standard. Teachers must therefore continue to embed skills, with a sharper focus on pupils developing the skills to review, edit and improve their writing, supported by strategies such as red pen editing. Since the implementation of the new scheme, a small number of teachers have moved or changed the group that they are teaching e.g. moving from Comprehension to	Provision • Teachers will provide pupils with structured opportunities to use red pen editing to improve language choices, ideas, and structure, not just spelling and grammar • Teachers embed questioning and challenge in lessons to encourage deeper justification of pupils' responses • All staff new to the scheme, or teaching a different stage of it, receive effective support and professional learning to secure their understanding of the language journey • The pace of teaching and learning is consistent across the school, enabling all pupils to make progress Learning • Many pupils apply red pen strategies effectively, demonstrating improvements in content and quality, not just accuracy • Many pupils justify their choices in writing, showing a growing ability to explain, refine, and transfer skills across contexts

Book 2, with one member of staff being completely new to the scheme. These teachers will need to be supported in their understanding of their language journey by other members of staff who have experience of the scheme, alongside the TDO. Monitoring evidence (Book Look, May 2025) noted that “more opportunity needs to be given for pupils to edit their work in red to show that they are uplevelling the language and ideas rather than just spelling and grammar” and “teachers need to find opportunities to question and challenge to encourage further justification”. It was also highlighted that the pace of learning is inconsistent, and this will need to be addressed to ensure all pupils make appropriate progress. Developing stronger editing skills is central to the principles of progression, as pupils need to refine and apply their writing in increasingly sophisticated ways and transfer it across contexts. Strengthening formative assessment will also ensure that feedback clearly identifies pupils’ strengths, areas for development, and next steps. This will help pupils become reflective, independent writers who take greater ownership of their work, leading to sustained progress across the curriculum.	• Pupils increasingly act on feedback and success criteria to self-assess and peer-assess their work, leading to more independent improvements Assessment • Formative assessment is used consistently to identify strengths, areas for development, and next steps in writing • Monitoring evidence (book looks, listening to learners, learning walks) shows clear progress in pupils’ ability to refine, edit, and improve work • The majority of pupils demonstrate sustained progress across the curriculum as stronger writing skills transfer into other subject areas
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To develop pupils' number skills so that they can apply them in a range of mathematical concepts.

Since 2023/24 staff and pupils have familiarised themselves with the wide range of vocabulary that accompanies teaching through the scheme of 'White Rose Maths'. Previously, staff views have been shared with the TDO in relation to pupils not being ready for the language expected of them in WRM, which was resulting in gaps in their knowledge and experience. The TDO advised that teachers needed to familiarise themselves with the terminology and ensure that it was explicitly taught to the pupils. In relation to number, there has been a clear improvement in both pupils and staffs' use of appropriate vocabulary. Also, the opportunity to dwell on their understanding of number using the CVA (Concrete, Visual, Abstract) approach has resulted in pupils having greater confidence to discuss their number work. Following on from this, 2024 – 2025 personalised assessment data shows that although learners have improved their understanding of number, there is a need for them to apply their number skills across a range of mathematical concepts, appropriately, as their results in these areas are significantly lower. In particular, Year 2 results from the academic year 2024-2025 (this year's Year 3 cohort) shows that pupils are unable to apply their number skills to financial literacy. Similarly, Year 3 results from the academic year 2024-2025 (this year's Year 4 cohort) shows that pupils need to focus on applying their number skills in the concept of measurement, in particular,

Teachers will:

- Ensure that learners are given opportunities to apply their number skills across a range of mathematical concepts
- Embed rapid recall activities into carousel activities
- Continue to build on their understanding of key sentence stems and vocabulary

Pupils' will:

Most pupils will be able to:

- represent concepts in multiple ways (concrete, visual, digital and abstract)
- use precise mathematical language to explain their thinking
- make up examples (and non-examples)
- identify efficient strategies for calculations
- independently apply concepts to new problems in unfamiliar situations
- confidently understand a range of concepts

access resources independently when necessary

when finding perimeter and area of shapes. Furthermore, results for our current year 5 and 6 pupils show that alongside improving their application of number to identify perimeter and area, they need to work on converting units of measurements. Transferring number skills is essential for pupils to develop a deep, flexible understanding of mathematical concepts. When learners apply their knowledge of number and understanding of number relationships to other concepts like measure, they begin to see mathematics as a connected and coherent subject. This ability to make connections not only reinforces their numerical understanding but also enhances problem-solving skills and mathematical reasoning. It encourages pupils to think critically, recognise patterns, and apply appropriate methods across a variety of contexts, which is vital for success both within and beyond the classroom.

Activity in this academic year

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

EY PDG Allocation: £40,250 & PDG Allocation: £116,150=£156.400

Teaching Assistants x 6 =£162,056

(2 TAs FL & 4 TAs Years 2 – 6)

EY PDG Allocation: £40.250

Teaching Assistants x 2 in Early Years Total cost - £59,924 (including on costs)

PDG Allocation: £116,150

Teaching Assistants x 4 in Years 2 – 6 Total cost - £102,132 (including on costs)

Learning and Teaching –

Activity	Evidence that supports this approach
<u>(Attendance)</u> – How is poor attendance having a negative impact on progress in reading? Progress in reading – Read, Write, Inc. and 1:1 support – all reading teachers to receive support from RWI trainer and RWI leaders	Evidence from assessments (every 6 weeks) highlights that most pupils make steady progress and move on to the next group in a timely manner. However, a minority of pupils’ progress is slower and make less progress than is expected. These pupils need more targeted practice of oral blending or set 1, 2 or 3 sounds. Further along in the scheme, pupils need to increase the pace at which they read to develop understanding and comprehension skills. Pupils who need further support in have 1:1 support to increase progress. This support targets pupils with poor attendance who make slower progress than those pupils whose attendance is better.
<u>(Progress in learning, progress in writing skills)</u> Teachers and TAs to receive training during INSET days and support sessions. All staff involved with planning the whole school concept to ensure a consistent approach. Formative assessments to be planned for by class teachers and TAs to support small groups and individual learners. Learning intentions to be focused on learning (not the task which will be guided by teachers) – TAs to support individual learners and small groups of learners. Differentiated success criteria to be used (Literacy and Language programme) – TAs to support individuals/small groups of learners. Feedback to provide learners with next steps in learning – all staff to adhere to the marking and feedback policy –	Evidence from learning walks, book looks and pupil interviews – ‘Does teaching support pupil progress? – highlights that Learning Intentions should focus on the learning that is taking place (not the task) to enable more pupils to make progress against the principles of progression. Success criteria need to develop pupils’ understanding of what is expected of them. Feedback needs to provide learners with the next steps in learning to develop pupils’ increasing effectiveness.

teachers to continue to support TAs in modelling next steps feedback.	
<u>(Number skills)</u> Teaching staff to receive further professional learning focused on developing understanding of different mathematical concepts using verbal, concrete, visual, digital and abstract approaches. TAs are to be supported by teachers within the classroom. Pupils to be grouped by ability (fluid groups) and eFSM pupils to be identified. Smaller groups are to be supported by teacher and TA on a rotation. White Rose Maths strategies are to be implemented under the direction of the class teacher. Learners are to be supported in developing their mathematical vocabulary to explain the mathematical concepts. Current attainment is to be identified (WG personalised assessment), and progress is to be monitored at regular intervals.	Evidence from learning walks highlights that while using these methods is starting to have a positive impact on learners' mathematical understanding, many pupils still need to develop how they are using precise mathematical language to explain their work and older learners need to be more confident to use manipulatives effectively. They also need to develop depth of conceptual understanding. Evidence from personalised assessments highlights that pupils need to use number facts in a variety of maths concepts. Evidence from learning walks, listening to learners, group work, work books, assessments and online numeracy assessments.

Community focused schools –

<u>(Attendance)</u> Trained ELSA to attend further training opportunities provided by LA. Key staff to attend training/courses to support learners with their emotional well-being.	Pupils who have check ins with TAs as they come into school in the mornings feel happier and less anxious. Pupils who attend ELSA sessions make progress over the course of the ELSA sessions attended. Nurture sessions – 2 afternoons per week in Year 2 (6 pupils) – using data from Boxall profiles.
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Part B: Review of outcomes in the previous academic year 2024 - 2025

PDG Outcomes – Most pupils who are eligible for FSM make effective progress from their starting points.

Supporting learners to improve literacy skills – Wellcomm	<u>Morning Nursery</u> 44% of pupils have age-appropriate language skills when screened in September 2024. This increased to 70.8% of pupils having age-appropriate language skills when re-screened in June 2025. <u>Afternoon Nursery</u> 44% of pupils have age-appropriate language skills when screened in September 2024. This increased to 69.2% of pupils having age-appropriate language skills when re-screened in June 2025.
Supporting learners to improve literacy skills – Speech Link/ Language Link	6 pupils access Speech Link support. 15 pupils access Language Link support.
Supporting learners with reading and numeracy TAs provide 1:1 support in RWI for pupils who need repetition and further teaching. This may be due to lateness, irregular attendance and slower than expected progress. TAs support the pupils who are working below expected progress in maths.	Read, Write, Inc. Reception – 36% are at/+ expected progress Year 1 – 51% are at/+ expected progress Year 2 – 57% are at/+ expected progress Year 3 – 72% are at/+ expected progress Year 4 – 89% are at/+ expected progress Year 5 – 90% are at/+ expected progress Year 6 – 98% are at/+ expected progress Numeracy – Year 6 – 17% are on Book 6, 54% are on Book 5, 10% are on Book 4, 9% are on Book 3, 5% are on Book 2, 5% are on Book 1 Year 5 – 51% are on Book 5, 24% are on Book 4, 14% are on Book 3, 3% are on Book 2, 5% are on Book 1

	Year 4 – 21% are on Book 4, 25% are on Book 3, 34% are on Book 3, 15% are on Book 2, 6% are on Book 1 Year 3 – 12% are on Book 3, 51% are on Book 2, 32% are on Book 1 Foundation learning pupils are supported by TAs in small groups or on a 1:1 basis when appropriate.
Supporting learners with ALN to achieve individual targets	33% of pupils have achieved all of their outcomes, 28% achieved 2 out of 3 outcomes, 17% achieved 1 out of 3 outcomes, 22% have not achieved their outcomes. Poor attendance has had a negative impact on these pupils achieving their outcomes as well as targets not being SMART. Outcomes have been reviewed, and SMART targets have been agreed for these pupils. Learners have been supported by TAs to work on their individual targets.
Supporting learners with their emotional well-being – ELSA/Zones of regulation	ELSA support – 1 day per week. 1 trained ELSA in school supported 24 pupils. Data from GL Pupil attitudes to school and self (PASS) assessments and ALN targets determine which pupils are to receive ELSA support. 29% were eligible for FSM. 4% were CLA. 67% were new pupils to ELSA, 33% were returning pupils to ELSA. 66.7% were male, 33.3% were female. 1 pupil in Year 3, 2 pupils in Year 4, 12 pupils in Year 5 and 9 pupils in Year 6.

	Attendance decreased by 0.5%. Individual and groups covered the topic of 'emotions'. The total number of sessions provided was 33 – 17 sessions were individual, 16 were group sessions. <u>Pupils' thoughts on ELSA were –</u> Amazing! I would love to come again. It really helps me to open up more. Fun because I have squash and cookies. I felt better and I had lots of fun but I want to go back because Mrs Hillier made me feel happy and I can talk to her. I like it because I can spend time with my friends. I liked ELSA because I could have a good laugh. I love ELSA. I want to come back. The best thing on earth. I want to go again. I will go back if I can 100%. <u>The greatest impact was seen for the following questions –</u> I love the school holidays. I think good things will happen in my life, I feel positive and optimistic. I always tell the truth and accept responsibility for my choices. Pupils provided positive and encouraging feedback, highlighting the value and emotional impact of ELSA support. (However, the increase in pupils' wellbeing was = - 0.3%. (The previous year was 4%). *The well-being questionnaire was not completed after for all pupils who received ELSA, therefore, the data may not be representative of the actual increase in well-being). ELSA support will be increased to 2 days from September 2025.
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