

Ysgol Carreg Hir

Pupil Development Grant (PDG) 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

Number of pupils in school	<i>358 pupils (including nursery)</i>
Proportion (%) of PDG eligible pupils	<i>36%</i>
Date this statement was published	<i>October 2026</i>
Date on which it will be reviewed	<i>July 2027.</i>
Statement authorised by	<i>Headteacher</i>
PDG Lead	<i>Headteacher</i>
Governor Lead	<i>Vice Chair</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 134,550
EYPDG	£46000
Total	£180,550

Part A: Strategy Plan

Statement of Intent

'We want our school to be a safe, caring and happy place, where we are nurtured to become the best we can be' (See full vision statement)

- All pupils to make progress towards the four purposes.*
- For all pupils to make progress in skills – literacy, numeracy, digital, integral and thinking)*
- For all pupils to have a range of interesting and exciting experiences*
- For all pupils to be equipped with the skills to learn*
- For pupils to develop their social and emotional skills*

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase their wellbeing and enable inclusion in experiences inside and outside of the classroom.

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 rates increase - The school will strengthen the process of tackling attendance - Narrow the gap between eFSM and non FSM
To develop the role of the enabling adults within our school	- Create a shared understanding of the role of the adults within the class. - Evolve curriculum planning to plan for in the moment opportunities - Develop the learning environment
To improve the teaching and learning of reading	- Majority of pupils across the school will have a love of reading - Strategies used will have a greater impact on pupils reading standards
To develop the teaching and learning of number facts and mental recall.	- Pupils can understand and know multiplication facts - Pupils to understand and know number bonds

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach
TAs focusing on literacy and numeracy skills between Reception and Year 6 through rapid reading, Welcomm, guided	Self evaluation activities have evidenced that bespoke intervention, specific to individual needs accelerates progress in basic skills.

reading, language links, precision monitoring, speech link and focus group work in class	Change of pedagogy in Maths requires teaching assistants to support groups within the classroom

Community Schools

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Budgeted cost: £40000

Activity	Evidence that supports this approach
Family engagement officer to organise several parent meets to improve engagement. FEO to lead reading workshops for parents.	To work more collaboratively with families to ensure effective parental engagement. During the current cost of living crisis we hope to support parents and signpost them to other services.
To introduce a 'drop in café' for parents.	To build positive relationships with parents to engage them further into school life.
Two Tas to train and run the Eat Smart , save better scheme for parents	To support families to manage limited resources effectively

Wider strategies

Budgeted cost: £ 45000

Activity	Evidence that supports this approach
Thrive practitioners to develop The Thrive approach across the whole school working with targeted pupils on 'stage' appropriate	The school has invested in the Thrive approach over the last 3 years and has used this as the main planning tool for planning and developing pupils social and emotional skills as whole classes and through bespoke individual support. Self evaluation has evidenced that pupil engagement and behaviour has improved and exclusion levels have reduced.

bespoke strategies.	
TAs to deliver the ELSA programme weekly to targeted pupils in need of emotional literacy support. To improve pupil self-esteem and self-belief.	Wellbeing self evaluation recognises pupil behaviour has improved and pupils feel safe at school and supported with their emotional needs.
Financial support for e-fsm pupils to widen their learning experiences by accessing trips, residential visits and wider experiences.	In a questionnaire to parents and when liaising with parents on our curriculum vision parents expressed that they would like to see pupils have a wider range of experiences. School self evaluation and during curriculum design, pupil voice highlighted the importance of out of school learning and new experiences as being important.'

Total budgeted cost: £ 180,000

Part B: Review of outcomes in the previous academic year

- 13 pupils received individual Thrive intervention and significant progress in their emotional and social wellbeing
- 8 pupils received ELSA
- 3 Foundation Phase pupils received Language Link support and 5 Speech Links support. 8 Key stage 2 pupils received Language Links
- Overall attendance stayed the same, there continues to be a gap between e-FSM and non e -FSM but this gap has narrowed by 1%

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
Thrive	
Language/speech links	
Rapid Reading	
Sumdog	

