PUPIL DEVELOPMENT GRANT 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

Detail	Data
School name	Coedpenmaen Primary School
Number of pupils in school	168
Proportion (%) of PDG eligible pupils	15.48%
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	A Ansell-Jones
PDG Lead	A Ansell-Jones
Governor Lead	Ms L Dober

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£37,591
Total budget for this academic year	£1,025,993.20

Part A: Strategy Plan

Statement of Intent

Coedpenmaen Primary School is committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, have the support and opportunities they need to achieve their full potential. We aim to improve academic outcomes, enhance well-being, and foster confidence and engagement in learning.

Through targeted interventions, focused support, and inclusive teaching practices, we seek to address barriers to learning and ensure that every pupil can access the curriculum fully. We also prioritise parental and community engagement to strengthen learning beyond the classroom.

Our approach is guided by principles of equity, inclusion, and evidence-informed practice. We continuously monitor and evaluate the effectiveness of our strategies, adapting them to meet the changing needs of our pupils.

This plan demonstrates our commitment to reducing educational inequalities, promoting fairness, and creating a supportive environment where all pupils can thrive academically, socially, and emotionally.

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
Improved reading and numeracy skills, closing literacy gaps, and increased engagement and confidence in literacy.	• Pupils make measurable progress in reading and numeracy as shown by pre- and post-intervention assessments. • Pupils demonstrate increased confidence and engagement in reading and maths activities. • Identified learning gaps are addressed, with at least most efsm targeted pupils meeting individual reading targets and maths targets. • Teacher observations indicate improved participation and understanding in literacy and numeracy lessons. • Pupils achieve faster and more accurate recall of multiplication and division facts.
Pupils develop resilience, emotional regulation, self-confidence, and positive relationships.	• At least many of targeted pupils meet individual wellbeing goals. • Teacher observations indicate improved emotional regulation and relationships. • Pupils participate more confidently in class and school activities.
Disadvantaged pupils access experiences they might not otherwise have.	• Nearly all targeted efsm pupils participate in residential trips or enrichment activities. • Pupils demonstrate increased confidence, social skills, and engagement. • Positive feedback from pupils and parents on participation and enjoyment.
Increased pupil engagement, confidence, and attainment, with stronger home-school partnerships.	• Parents attend workshops and report increased confidence in supporting learning at home. • Pupils show improved engagement, confidence, and attainment in class. • Strengthened home-school communication and partnerships are evident through feedback. • Targeted efsm pupils participate in enrichment opportunities.

	• Pupils demonstrate increased confidence, social skills, and engagement.

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: £ 25,931 + TTRS (26,048)

Activity	Evidence that supports this approach
Deliver targeted literacy support, including structured reading programs, Literacy LaunchPad, diagnostic assessments, and precision teaching, to help efsm pupils identify gaps, improve reading and writing skills, and build confidence.	Targeted literacy interventions, including structured reading programs, diagnostic assessments, and precision teaching, help pupils identify gaps, build confidence, and make measurable progress in reading, writing, and comprehension.
Provide targeted numeracy support, including precision teaching, one-to-one tuition, and small-group work, to help EFSM/PDG pupils consolidate basic numeracy skills, close gaps in understanding, and improve problem-solving abilities.	Targeted numeracy interventions, including precision teaching, one-to-one support, and small-group work, help pupils consolidate basic skills, address gaps, and develop problem-solving abilities.
Pupils access TTRS regularly to develop rapid recall of multiplication and division facts and reinforce numeracy skills through personalised, gamified practice.	Research shows that automatic recall of multiplication facts supports overall maths achievement, and online interactive platforms like TTRS increase engagement and motivation, particularly for pupils who benefit from personalised, gamified practice.

School Community

Budgeted cost: £2000

Activity	Evidence that supports this approach
Deliver workshops for parents of EFSM/PDG pupils to develop skills	Parental workshops support disadvantaged pupils by helping parents develop skills to assist learning at home, increasing engagement, confidence, and attainment, and strengthening home-school partnerships.

that support learning at home, including literacy, numeracy, and wellbeing strategies.	
Provide targeted enrichment opportunities, such as arts, sports, cultural visits, and extracurricular clubs, to broaden pupils' experiences beyond the curriculum.	Enrichment activities improve academic outcomes, confidence, social skills, well-being, and aspirations for disadvantaged pupils, while helping to reduce inequalities and broaden their experiences.

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

Budgeted cost: £9,550

Activity	Evidence that supports this approach
Deliver targeted emotional and social wellbeing support using ELSA sessions to help Efsm pupils manage emotions, build resilience, and develop positive relationships.	Emotional and social well-being affects pupils' ability to engage and succeed academically, and interventions such as ELSA help them develop resilience, self-confidence, and positive relationships to manage emotions and participate fully in learning.
Provide financial support for residential trips and enrichment activities to ensure Efsm pupils can access experiences they might not otherwise have.	Providing support for residential trips and enrichment activities gives disadvantaged pupils experiences they might not otherwise have, helping them build confidence, social skills, and knowledge of the wider world.

Total budgeted cost: £ 37,598

Part B: Review of outcomes in the academic year 2025-2026 PDG outcomes:

Activity	Review of outcomes
Deliver targeted literacy support, including structured reading programs, Literacy LaunchPad, diagnostic assessments, and precision teaching, to help efsm pupils identify gaps, improve reading and writing skills, and build confidence.	Targeted literacy provision, including structured reading programmes, Literacy LaunchPad, diagnostic assessments and precision teaching, has had a positive impact on the progress and attainment of eFSM pupils. Assessment information shows that 50.0% of assessed eFSM pupils are now working at or above age-related expectations in reading, demonstrating that targeted intervention is enabling many learners to access the curriculum with increasing confidence. In addition, 44.4% of pupils are attaining significantly above age-related expectations, reflecting strong reading accuracy, fluency and comprehension skills. The most notable impact is evident in older classes, where several pupils have reading ages that exceed their chronological age and demonstrate secure comprehension and higher-order reading skills. Regular diagnostic assessment

	has enabled staff to identify individual barriers to learning and provide timely, bespoke support, resulting in measurable progress for many pupils from their individual starting points. Overall, targeted literacy provision has improved pupils' confidence, engagement and attainment in reading, with evidence showing that many eFSM learners are making secure progress and developing the skills needed to access learning successfully across the curriculum.
Provide targeted numeracy support, including precision teaching, one-to-one tuition, and small-group work, to help EFSM/PDG pupils consolidate basic numeracy skills, close gaps in understanding, and improve problem-solving abilities.	Targeted numeracy interventions, including precision teaching, one-to-one tuition and small-group support, have had a positive impact on the progress of eFSM pupils. 86% of eFSM learners have made progress from their baseline assessments, demonstrating the effectiveness of targeted support. In addition, 38.9% of assessed eFSM pupils are working at or above age-related expectations in mathematics, with several pupils moving from below the measurable range into the assessed range during the year. Pupils demonstrate increased mathematical fluency, confidence and independence when applying their skills to problem-solving activities across the curriculum, enabling them to engage more successfully in their learning.
Pupils access TTRS regularly to develop rapid recall of multiplication and division facts and reinforce numeracy skills through personalised, gamified practice.	Regular engagement with Times Tables Rock Stars has improved pupils' recall of multiplication and division facts, enabling many eFSM learners to develop greater mathematical fluency. The personalised and motivating nature of the programme has increased pupils' engagement and confidence, encouraging consistent practice both in school and at home. As pupils' automatic recall has strengthened, many demonstrate increased speed and accuracy when completing calculations and greater confidence when applying multiplication knowledge within wider mathematical concepts and problem-solving activities.
Provide targeted language and communication support using WellComm assessments and interventions, helping efsm pupils improve vocabulary, sentence structure, comprehension, and overall communication skills.	The use of WellComm assessments and targeted language interventions has strengthened the communication skills of eFSM pupils by identifying needs at an early stage and providing focused support. Many pupils have made good progress in developing vocabulary, sentence structure and verbal comprehension, enabling them to communicate their ideas more confidently and participate more fully in classroom learning. Improved language skills have had a positive impact on pupils' engagement across the curriculum, supporting stronger literacy development and increasing their readiness to access age-appropriate learning experiences.
Deliver workshops for parents of EFSM/PDG pupils to develop skills that support learning at home, including literacy, numeracy, and wellbeing strategies.	Targeted workshops, delivered as part of the National Numeracy Project, have strengthened partnerships with parents by increasing their confidence in supporting numeracy at home. Parents have engaged with practical strategies and resources to develop pupils' mathematical understanding, resulting in greater consistency between home and school.
Provide targeted enrichment opportunities, such as arts, sports, cultural visits, and extracurricular clubs, to broaden pupils' experiences beyond the curriculum.	Enrichment opportunities have broadened the experiences of eFSM pupils and increased participation in activities beyond the classroom. Participation was notably stronger in Board Games (33.3%), Arts and Crafts (23.1%), SWGK Years 1–3 (20.0%) and Mindfulness (16.7%). These opportunities have successfully engaged many pupils by providing accessible, creative and wellbeing-focused experiences, helping to develop confidence, social skills and a stronger sense of belonging within the school community.
Deliver targeted emotional and social wellbeing support using ELSA sessions to help Efsm pupils manage emotions, build resilience, and develop positive relationships.	Targeted ELSA support has enabled eFSM pupils to develop greater emotional awareness, resilience and self-regulation. Pupils demonstrate increased confidence in managing emotions, building positive relationships and engaging successfully in learning, contributing to improved wellbeing and readiness to access the curriculum.
Provide financial support for residential trips and enrichment activities to ensure Efsm pupils can	Financial support has removed barriers to participation, ensuring that eFSM pupils can access enrichment activities alongside their peers. As a result, pupils have benefited from a wider range of learning experiences, developed greater confidence and independence, and strengthened their social and personal skills through full participation in school life.

access experiences they might not otherwise have.	
Offer leadership roles, such as school councils or peer mentoring, to help pupils develop confidence, communication, and decision-making skills.	Leadership opportunities have had a strong impact on the confidence and participation of eFSM pupils. Nineteen out of 24 FSM pupils (79%) in Years 2–6 are actively involved in leadership and pupil voice groups, demonstrating high levels of engagement in the life of the school. Through roles such as school councils and other pupil leadership groups, pupils have developed greater confidence, communication and decision-making skills. They contribute thoughtfully to school improvement, take increasing responsibility and demonstrate a strong sense of belonging within the school community.