

PUPIL DEVELOPMENT GRANT 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

Detail	Data
School name	Coedpenmaen Primary School
Number of pupils in school	190
Proportion (%) of PDG eligible pupils	
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
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	£52,900
Total budget for this academic year	£1,058,277

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 writing skills, closing literacy gaps, and increased engagement and confidence in literacy.	<ul style="list-style-type: none"> Pupils make measurable progress in reading as shown by pre- and post-intervention assessments. Pupils demonstrate increased confidence and engagement in reading activities. Identified learning gaps are addressed, with at least most efsm targeted pupils meeting individual reading targets. Teacher observations indicate improved participation and understanding in literacy-based lessons. Teacher observations indicate improved participation, comprehension, and writing skills in literacy lessons.
<p>Improved numeracy skills, problem-solving abilities, and confidence in mathematics.</p> <p>Improved fluency in times tables, stronger maths skills, and increased engagement and motivation in mathematics.</p>	<ul style="list-style-type: none"> Pupils consolidate basic numeracy skills, demonstrated through improved scores in targeted assessments. Pupils successfully complete 1:1 or small-group tasks, showing progress in identified areas of difficulty. Problem-solving abilities improve, with at least many efsm pupils achieving their numeracy targets. Increased confidence and engagement in maths lessons, as observed by teaching staff. Pupils achieve faster and more accurate recall of multiplication and division facts. Pupils engage consistently with the TTRS platform Improvement in overall maths fluency and assessment scores linked to times tables knowledge.
Enhanced oral language, improved comprehension, and better academic outcomes across the curriculum in the early years.	<ul style="list-style-type: none"> Pupils show measurable progress in vocabulary, sentence structure, comprehension, and writing skills via WellComm assessments. Pupils demonstrate improved communication and expressive language skills in class and social interactions. Teacher and parent feedback indicate enhanced engagement, confidence, and readiness to learn.

Pupils develop resilience, emotional regulation, self-confidence, and positive relationships.	<ul style="list-style-type: none"> • At least many of targeted pupils meet individual wellbeing goals. • Teacher and parent 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.	<ul style="list-style-type: none"> • 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.
<p>Increased pupil engagement, confidence, and attainment, with stronger home-school partnerships.</p> <p>Improved academic outcomes, confidence, social skills, well-being, and aspirations for disadvantaged pupils, helping to reduce inequalities.</p>	<ul style="list-style-type: none"> • 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: £ 35,710 + TTRS

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.
Provide targeted language and communication support using WellComm assessments and interventions, helping efsm pupils improve vocabulary, sentence structure, comprehension, and overall communication skills.	WellComm supports early identification and targeted intervention for speech and language difficulties, improving vocabulary, comprehension, and academic outcomes for disadvantaged pupils.

School Community

Budgeted cost: £2000

Activity	Evidence that supports this approach
Deliver workshops for parents of EFSM/PDG pupils to develop skills that support learning at home, including literacy, numeracy, and wellbeing strategies.	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.
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: £14,684

Activity	Evidence that supports this approach
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<p>Deliver targeted emotional and social wellbeing support using ELSA sessions to help Efsm pupils manage emotions, build resilience, and develop positive relationships.</p>	<p>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.</p>
<p>Provide financial support for residential trips and enrichment activities to ensure Efsm pupils can access experiences they might not otherwise have.</p> <p><i>£1000</i></p>	<p>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.</p>
<p>Offer leadership roles, such as school councils or peer mentoring, to help pupils develop confidence, communication, and decision-making skills.</p> <p><i>£1000</i></p>	<p>Student leadership roles, such as school councils or peer mentoring, help pupils develop confidence, communication, and decision-making skills while increasing engagement and giving them a sense of agency and cultural awareness.</p>

Total budgeted cost: £52,394