

Cwmaman Primary School

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
Cwmaman Primary School	
Number of pupils in school	205
Proportion (%) of PDG eligible pupils	23.9%
Date this statement was published	Autumn 2025
Date on which it will be reviewed	April 2026
Statement authorised by	J. South
PDG Lead	J. South
Governor Lead	D. Thomas

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£93,150
EYPDG funding allocation this financial year	
Total budget for this academic year	£93,150

Part A: Strategy Plan

Statement of Intent

At Cwmaman Primary School, we are committed to ensuring that every pupil, regardless of their background or circumstances, is supported to achieve their full potential. Through the effective use of the Pupil Deprivation Grant, we aim to remove barriers to learning and promote equity of opportunity for all learners.

Our focus is on raising standards in literacy and numeracy, improving pupil well-being, and providing access to a wide range of enriching experiences that enhance learning and personal

development. We believe that every child should feel valued, included, and celebrated for their achievements.

The funding will be used strategically to provide targeted support and high-quality interventions that address individual needs, close attainment gaps, and foster confidence, independence, and resilience in all pupils.

At Cwmaman Primary, we strive to ensure that every child has the same opportunities to succeed and flourish—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
<p>Improve the literacy and numeracy outcomes of eFSM pupils</p>	<p>End-of-year assessment data shows measurable progress in literacy and numeracy for eFSM pupils compared to baseline data.</p> <p>The attainment gap between eFSM and non-eFSM pupils is reduced</p> <p>Regular tracking shows that over 80% of eFSM pupils are on track to meet their individual targets in core subjects.</p> <p>Monitoring shows high quality teaching and learning in all classes.</p>
<p>Enhance pupil wellbeing, confidence, and engagement in learning.</p>	<p>Pupil wellbeing Thrive and SHRN surveys show a positive improvement in engagement, confidence, and motivation to learn.</p> <p>Reduction in behaviour incidents and improved attendance rates among eFSM pupils.</p> <p>Increased participation of eFSM pupils in enrichment activities (clubs, trips etc.).</p>

<p>Strengthen targeted support and intervention for individual learning needs.</p>	<p>Tailored intervention programmes (e.g., ELSA, Thrive, small-group support) are implemented and reviewed each term.</p> <p>Tracking and teacher assessments demonstrate progress in identified focus areas. Eg speech, reading.</p> <p>Regular pupil progress meetings evidence that interventions are effective and adjusted where necessary.</p>
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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: £77,800

Activity	Evidence that supports this approach
<p>Pupils individual learning needs are met through:</p> <p>Letters & Sounds PECS Bucket Time Numeracy manipulatives Precision teaching: Popat Maths intervention based on WNT & MALT tests ELSA Thrive Reducing Pupil:Adult ratio</p> <p>Part funding of staff for EY to support pupils with social development and attainment.</p> <p>Part funding of Level 3 Teaching Assistant who leads ELSA and is a Thrive Practitioner.</p>	<p>Tracking data shows accelerated progress for pupils receiving targeted literacy and numeracy support. Regular assessments demonstrate that interventions have closed gaps in reading and number skills for FSM pupils. Teacher evaluations and pupil feedback confirm improved confidence, participation, and independence in learning tasks.</p> <p>Letters and Sounds is a systematic synthetic phonics programme proven to improve reading and spelling. The Rose Review (2006) and EEF research show early, structured phonics teaching significantly boosts literacy outcomes, particularly for pupils at risk of reading difficulties.</p> <p>PECS (Picture Exchange Communication System) supports communication for pupils with autism or speech and language difficulties. Studies (Bondy & Frost, 1994; Howlin et al., 2007) show PECS improves functional</p>

<p>Part funding of Teaching Assistants who provide interventions and support FSM pupils in Literacy and Numeracy through interventions.</p>	<p>communication, reduces frustration, and promotes inclusion and emotional wellbeing.</p> <p>Bucket Time, part of the Attention Autism approach, builds shared attention and social communication through engaging group activities. It enhances focus, listening, and interaction, creating a positive learning climate.</p> <p>Numeracy manipulatives (e.g. counters, number lines) help pupils visualise mathematical concepts. EEF research and Bruner’s learning theory confirm that hands-on materials improve understanding, fluency, and confidence in maths.</p> <p>Precision Teaching (Popat method) uses short, focused sessions with immediate feedback to develop fluency and accuracy. Evidence shows measurable gains in literacy and numeracy, supporting sustained progress.</p> <p>Maths interventions informed by WNT and MALT assessments enable teachers to target gaps and misconceptions effectively, improving attainment through data-driven teaching.</p> <p>ELSA (Emotional Literacy Support Assistants) programmes improve self-esteem, resilience, and behaviour. Research from the University of Southampton links ELSA work to enhanced emotional wellbeing and readiness to learn.</p> <p>Thrive provides a whole-school framework based on attachment theory and neuroscience to support pupils’ emotional development and reduce behaviour incidents.</p> <p>Finally, reducing the pupil-to-adult ratio allows for more individual support, stronger relationships, and improved engagement—particularly benefiting vulnerable learners.</p> <p>Together, these approaches create a balanced framework that raises standards while nurturing emotional and social wellbeing.</p>
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £15,350

Activity	Evidence that supports this approach
Part funding of Sports Teacher to provide quality sport activities.	Monitoring shows that pupils who participate regularly in structured sports sessions demonstrate improved concentration, confidence, and engagement in lessons. Attendance data indicates high participation rates in after-school sports clubs, and pupil voice surveys show that physical activity contributes positively to well-being and readiness to learn. Teachers have observed better teamwork and resilience among pupils who take part in organised sports.
Funds reserved to support families with the cost of residential and extracurricular trips/visits. Funds reserved to support families with cost of residential and extracurricular trips/visits	Uptake data shows that the funding ensures all pupils, including those eligible for FSM, can participate fully in trips and residential visits. Feedback from parents and pupils indicates that these experiences increase confidence, independence, and sense of belonging. Teachers report that pupils return from such experiences more motivated and engaged in classroom learning. In addition, Research shows that residential outdoor activity trips benefit 10–11-year-olds by improving wellbeing, confidence, and social skills. A study by Mann et al. (2024, <i>Journal of Adventure Education and Outdoor Learning</i>) found increased confidence, friendship skills, and social connectedness after short residentials. The Children & Nature Network (2023) review reported long-term gains in independence, teamwork, and communication. Research by Jackson et al. (2021, <i>International Journal of Environmental Research and Public Health</i>) showed that outdoor experiences enhance emotional regulation and physical activity. Overall, residential trips foster resilience, cooperation, and personal growth, supporting pupils' wellbeing and readiness to learn.
Thrive online Programme	Thrive Online supports pupils' wellbeing by providing structured assessments and targeted interventions based on social and emotional development. Evidence from schools using Thrive shows improved behaviour, attendance, and engagement, as pupils learn to manage emotions, build resilience, and form positive relationships. The approach aligns with Welsh Government's focus on wellbeing and the Curriculum for Wales' Health and Wellbeing Area of Learning and Experience. Thrive helps staff identify emotional gaps and deliver tailored strategies,

	<p>creating nurturing environments where pupils feel safe, valued, and ready to learn. This leads to measurable gains in confidence, self-regulation, and overall mental wellbeing.</p>
<p>Cost of the School Day Action Plan</p>	<p>Working with Child Poverty Action Group to address the cost of the school day for families.</p> <p>The financial barriers to learning that some of our pupils face include: • getting dressed for school and uniform • travelling to school • learning at school • school trips • friendships at school • eating at school • fun events • school clubs • learning at home.</p> <p>In “Tackling Child Poverty: A Guide for Schools,” CPAG argues that school-CPAG partnerships lead to improved pupil inclusion, reduced absenteeism, and more equitable educational experiences.</p>
<p>Community work with the Big Box Bwyd Project and Uniform Swap shop</p>	<p>The Big Box Bwyd project in Wales supports pupils by reducing food insecurity and promoting wellbeing. It provides access to healthy, nutritious meals, helping families in need. This initiative improves concentration, attendance, and engagement in learning, ensuring pupils are ready to learn and thrive both in school and at home.</p> <p>In addition uniform swap shops support pupils by reducing financial pressure and promoting equality. They help families access affordable clothing and reduce stigma.</p> <p>Gov.Wales (2023) notes that “pre-loved uniform shops run by PTAs provide financial and environmental benefits,” ensuring all pupils can wear the correct uniform, improving inclusion, wellbeing, and attendance.</p>

Total budgeted cost: £93,150

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

🎬 Improved tracking and outcomes for eFSM pupils:

Rigorous tracking of pupil progress ensured that eFSM pupils were closely monitored and set challenging yet achievable targets. As a result, the majority of pupils made good or better progress against their individual literacy and numeracy targets, with identified pupils showing accelerated improvement following targeted intervention.

🎬 Strategic oversight and accountability:

The PDG plan was reviewed regularly by the Finance Committee, ensuring

transparency and effective use of funding. Monitoring confirmed that funding was directed towards activities that had a measurable impact on pupil progress, well-being, and engagement.

🎬 Targeted interventions addressing individual needs:

Pupils benefited from small-group and one-to-one support in literacy, numeracy, speech and language, and well-being through ELSA and Thrive. School data shows that pupils accessing these programmes demonstrated improved confidence, communication skills, and emotional regulation, leading to stronger classroom engagement and attainment. During the SHRN Survey 2024 84% of year 5 and 6 pupils stated that they felt they were accepted for who they were by their teachers. Most eFSM pupils in year 3-6 made expected or accelerated progress in their reading age.

🎬 Raising standards through effective use of data:

The school maintained a strong focus on raising attainment through detailed analysis of assessment data. This enabled staff to identify underperformance early, leading to timely and effective intervention. Whole-school attainment in literacy and numeracy showed steady improvement across all key stages.

🎬 Ongoing monitoring and responsive support:

Pupil progress meetings were held termly to review outcomes and plan next steps. Tracking data indicated clear progress for eFSM pupils, and where slower progress was identified, personalised interventions were promptly implemented, resulting in sustained improvement over the year.

🎬 Effective use of intervention programmes:

Careful timetabling and targeted grouping ensured interventions were well-structured and sustainable. Monitoring through the school's MER (Monitoring, Evaluation and Review) cycle confirmed that interventions had a positive impact on progress, particularly in early reading, basic number skills, and emotional well-being.

🎬 Parental engagement and support:

Increased communication with parents and carers strengthened home-school relationships. Parents of eFSM pupils reported improved understanding of how to support learning at home, contributing to greater pupil motivation and attendance.

🎬 Improved attendance and pupil engagement:

Attendance was monitored closely by the Headteacher and Clerk, with targeted support provided where necessary. Attendance for eFSM pupils improved compared to the previous year, reducing the gap between eFSM and non-eFSM groups.

🎬 Staff expertise and professional development:

Staff received training on strategies to overcome barriers to learning, including differentiation, trauma-informed practice, and emotional regulation techniques. This has led to more consistent classroom practice and improved outcomes for disadvantaged learners.

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
My Concern	RCT
Speech and Language Link	RCT
ELSA	RCT
Thrive	Thrive