



Coed Y Brain Primary School

Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2025 – 2026 year. It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's funding had within our school.

School Overview:

Detail	Data
School Name:	Coed Y Brain Primary School
Number of Pupils in School	211
Proportion (%) of PDG eligible pupils	23%
Date statement was published	September 2025
Statement authorised by	Gareth Roden
PDG Lead	Chloe Wilson
Governor Lead	Debra Williams

Funding Overview:

Detail	Amount
PDG Funding allocation this academic year	£81,744
EYPDG funding allocation this academic year	£4,600
Total budget for this academic year	£86,344

Part A: strategy Plan

Statement of Intent:

At Coed Y Brain Primary School, our mission is to create a nurturing and empowering learning environment where every child can thrive. We are committed to reducing the impact of poverty on our pupils' education and ensuring that all learners have equal opportunities to achieve their full potential. Our approach centers around empowering ambition, building resilience, nurturing confidence, and

inspiring creativity.

We recognise that each child comes with unique needs and experiences. By fostering strong, meaningful relationships with our pupils and their families, we are able to understand and address the specific challenges they face. We work collaboratively with parents, carers, and the wider community to provide tailored support that breaks down barriers to learning and engagement.

Wellbeing is at the core of everything we do. We actively listen to our children, their families, and community members, ensuring that their voices shape our efforts. Our strategies are designed to help pupils overcome challenges and provide them with a foundation for lifelong success. By investing our Pupil Development Grant wisely, we enrich our curriculum and provide additional resources that directly benefit our pupils, promoting equity and inclusivity.

Our PDG strategy aims to create an environment where all children, regardless of background, can aspire to greater achievements and enjoy a positive, supportive school experience.

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
All pupils to have made good progress from their starting points with improved attainment	Pupil progress is good from their starting points and pupil progress reviews / reports support this with a strong evidence base. Intervention data shows progress and improved attainment. Assessment data shows an upward trend.
Improved attendance and strengthened and deepened parental and family engagement.	Attendance data has improved (targeted at 95%) High levels of parental engagement at our parent projects, groups, social groups and school events. Provision in place for parent classes / qualifications / support etc. All pupils have equal access to all extra-curricular and enrichment opportunities through subsidised costs.
Develop staff to improve their knowledge, skills and understanding in order to best support all pupils throughout the school	All staff attend relevant training sessions and Professional Learning opportunities to support their roles within school. Professional Learning information is shared with all staff through inhouse, PL sessions.
Improved well-being for all pupils, supporting their personal and social skills within their learning.	Pupil surveys confirm that pupils' well-being is good.

	SHRN survey will give deeper understanding of children's wellbeing ELSA targets are met. Lego therapy and Thrive sessions are supporting the health and well-being needs of pupils with positive outcomes. All pupils have the opportunity to take part in extra-curricular and enrichment activities.
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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 & Teaching:

Budgeted Cost: £86,906

Activity	Evidence that supports this approach
Teaching Assistants employed to deliver early intervention, focusing on social skills, well-being, literacy and numeracy within the Foundation Phase.	Pupils will receive a smooth transition into school with their well-being and social development needs met. Pupils will receive intervention which supports literacy, numeracy and social development post on-entry assessment. Intervention will be bespoke to the children's needs and encompassed within their curriculum offer.
ELSAs & Lego Therapy practitioners employed to deliver intervention and administer pupil surveys to support emotional well-being	The approaches will ensure that our most and more vulnerable pupils are supported with their social, emotional and well-being needs in order to be regulated whilst in school.
Teaching Assistants employed to deliver bespoke interventions throughout the key phases.	Allows for our vulnerable pupils and eFSM pupils to receive the necessary support and intervention required to meet their needs. Enables the development of their basic skills and the ability to transfer these skills within wider contexts.

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

Budgeted Cost: £0

Activity	Evidence that supports this approach
Completion of the Whole School Approach to Mental Health & Well-Being self-evaluation.	A thorough self-evaluation of where we are as a school and clear priorities in place for us to move forward, embed and improve practice. A robust and rigorous process which develops an agreed action plan.

Total budgeted cost: £86,906

Part B: Review of outcomes in the previous academic year

PDG Outcomes

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

During the last academic year, PDG funding was utilised strategically to strengthen provision and support pupil progress across the school. Two additional Teaching Assistants were employed in the summer term for September 2025 start, ensuring that each class had a dedicated Teaching Assistant to deliver targeted interventions. This increased capacity enabled consistent and effective support for pupils. One Teaching Assistant also successfully qualified as a Higher Level Teaching Assistant (HLTA), further enhancing the level of expertise available within classrooms.

A programme of professional development was also supported through PDG. Two Teaching Assistants successfully completed ELSA training, two teachers undertook Literacy Junction training, SRB staff received B Squared and Shape and Colour Coding training, and one SRB teacher completed Elklan training. This range of training has enhanced staff expertise and contributed to higher quality intervention delivery.

Within Early Years and Years 1 & 2, PDG-funded Teaching Assistants delivered interventions in literacy, numeracy, and personal and social development, with a particular focus on speech, language and communication. This work was especially valuable for pupils on entry to school and supported accelerated progress, enabling pupils to close the gap with their peers and develop skills progressively.

In Key Stage 2, a Teaching Assistant was employed to provide bespoke interventions in literacy, numeracy, personal and social development, and well-being. This ensured that individual learning needs were addressed through tailored targets and support.

Furthermore, PDG funding supported the expressive arts curriculum. Pupils in Years 3 and 4 accessed weekly mini-drumming sessions, pupils in Years 5 and 6 participated in PBuzz sessions, and additional opportunities were provided through trumpet and violin lessons. These experiences allowed pupils to enjoy, participate, and develop new skills in music.

Overall, the PDG spend had a clear and positive impact. Nearly all pupils met their SMART targets, benefitting from relevant interventions, ELSA support, and enriched opportunities that supported both academic progress and personal development.

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
ELSA	ELSA support
Mathletics	3P Learning
Purplemash	Purplemash
Thrive	Thrive Approach
Read, Write, Inc	Ruth Miskin