



Coed Y Brain Primary School

Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2026-2027 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 2026
Statement authorised by	Gareth Roden
PDG Lead	Chloe Wilson
Governor Lead	Debra Williams

Funding Overview:

Detail	Amount
PDG Funding allocation this academic year	£66,322
EYPDG funding allocation this academic year	£12,650
Total budget for this academic year	£78,970

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 in-house 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: £78,970

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.	Allow 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: £78,970

Part B: Review of outcomes in the previous academic year

PDG Outcomes

This details the impact that our PDG had on pupils in the 2025-2026 academic year.

During the last academic year, PDG funding was used strategically to strengthen provision, increase staffing capacity and accelerate pupil progress across the school.

Two additional Teaching Assistants have continued with a temporary contract, ensuring that each class had dedicated Teaching Assistant support to deliver targeted interventions. This increased capacity enabled interventions to be delivered more consistently and responsively, ensuring that pupils received timely support matched to their individual needs. In addition, one Teaching Assistant successfully completed Higher Level Teaching Assistant (HLTA) training, further strengthening the expertise and capacity available within classrooms.

PDG funding also supported a programme of targeted professional development. Five members of staff are ELSA trained and deliver emotional literacy support interventions, supported by regular ELSA supervision. This investment in staff development has increased whole-school expertise and strengthened the quality and consistency of targeted intervention and pastoral support.

Within Early Years and Years 1 and 2, PDG-funded Teaching Assistants delivered targeted interventions in literacy, numeracy, personal and social development, with a particular focus on speech, language and communication. This was particularly impactful for pupils entering school with identified gaps in their development. Targeted provision enabled pupils to develop key foundational skills, make accelerated progress and increasingly close the gap with their peers.

In Key Stage 2, PDG funding enabled the deployment of a Teaching Assistant to provide bespoke interventions in literacy, numeracy, personal and social development and wellbeing. Support was tailored to individual learning needs and linked to specific SMART targets, ensuring that intervention was purposeful, focused and responsive to pupil need.

PDG funding also provided enhanced opportunities through the expressive arts curriculum, with Key Stage 2 pupils accessing trumpet and violin tuition. These opportunities supported pupils to develop new skills, build confidence and broaden their experiences beyond the core curriculum.

Overall, PDG expenditure had a clear and positive impact on pupils' academic, social and emotional development. Nearly all pupils achieved their identified SMART targets, demonstrating the impact of targeted intervention, ELSA provision and enriched learning opportunities. The funding also strengthened staff capacity and expertise, supporting the school's ongoing commitment to improving outcomes and reducing barriers to learning for disadvantaged pupils.

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
Accelerated Reader	Renaissance
Read, Write, Inc	Ruth Miskin