



'Roots to Grow,

Wings to Fly'



## Pupil Deprivation Grant Strategy 2025-26

### 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                           | <b>Coed Glas Primary</b> |
| Number of pupils in school            | 427                      |
| Proportion (%) of PDG eligible pupils | 35%                      |
| Date this statement was published     | 12.9.25                  |
| Date on which it will be reviewed     | 1.4.26                   |
| Statement authorised by               |                          |
| PDG Lead                              | <b>Nicole Shapley</b>    |
| Governor Lead                         | Claire Thomas            |

## Funding Overview

| Detail                                     | Amount            |
|--------------------------------------------|-------------------|
| PDG funding allocation this academic year  | £188,740          |
| <b>Total budget for this academic year</b> | <b>£2,834,941</b> |

## Part A: Strategy Plan

### Statement of Intent

#### 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                                                                                                                          |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| To improve the emotional and social wellbeing of groups of pupils.                   | Improved attendance of targeted pupils.<br>Fewer instances of dysregulation<br>Improved Personalised Assessment scores/teacher assessment |
| To develop sustained parental engagement.                                            | Improved attendance of targeted pupils.<br>Fewer instances of dysregulation<br>Improved Personalised Assessment scores/teacher assessment |
| Improve learning progress of pupils with ALN and socially disadvantaged.             | Improved attendance of targeted pupils.<br>Fewer instances of dysregulation<br>Improved Personalised Assessment scores/teacher assessment |
| To close the attainment gap between socially disadvantaged learners and their peers. | The attainment gap is reduced.                                                                                                            |

#### 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: £194,591

| Activity                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuing with Learning support Classes for Years 1 & 2 and 5 & 6 | Support for pupils within the classroom has been reduced due to the deficit budget. Mixed-aged classes from September 2024 and continuing in 2025. Number of pupils with ALN requiring a significantly different curriculum.                                                                                                                                                                                                       |
| The Nest nurture support                                           | Pupils are displaying greater emotional needs requiring a different approach<br>Since The Nest began in September 2022, over 250 pupils have benefitted from support and prevented the need for additional learning support or even an IDP in some cases.<br>Estyn recognised the very positive impact of this provision in our inspection report where leaders were asked to write a case study to be published on their website. |

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

Budgeted cost: £26,905.60

| Activity                | Evidence that supports this approach                                                                                                                                                                                         |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Family Liaison Officer  | Growing number of pupils and families requiring additional bespoke emotional support;                                                                                                                                        |
| Family Thrive           | Family Thrive sessions run by the Deputy Headteacher and Family Liaison officer provide bespoke, targeted support for a number of families to support in understanding how to develop the emotional needs of their children. |
| Ongoing Thrive training | All Thrive practitioners are required to update their skills yearly.                                                                                                                                                         |
| The Curiosity Approach  | Supporting our youngest pupils. Improved transition from home to school. Creating an authentic, awe-inspiring learning environment that is based on sound research.                                                          |

**Total budgeted cost: £ 221,496.60**

**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.

The introduction of a Learning support class in Y5 & Y6 run by an experienced teacher and teaching assistant has had a very positive impact on over 45 children across the phase. Children attending learning support sessions have made progress in literacy and numeracy but also with their emotional wellbeing and behaviour.

An additional learning support class was also set up in September 2024 to cater for learning needs in Years 1 & 2. Our Nest provision has developed over time to meet the changing needs of pupils. This year a small number of pupils required more intensive support. This was very successful and ensured that these particular pupils maintained their learning progress and attendance. Family Thrive programmes run by Miss Shapley and Mrs Belcher provided a number of families with greater understanding of the emotional building blocks to a child's development.

Mrs Belcher, our FLO, continued to support several families throughout the year, improving attendance and supporting them during times of crisis.

Miss Shapley continued to introduce The Curiosity Approach to the Early Years team. This approach has had a positive impact on the youngest children.

They are happier coming into school, more confident to explore the environment and more engaged with learning.

***Externally provided programmes***

| Programme          | Provider |
|--------------------|----------|
| Thrive             | Thrive   |
| Curiosity Approach |          |