



'Roots to Grow,

Wings to Fly'



Pupil Deprivation Grant Strategy 2024-25

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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	Coed Glas Primary
Number of pupils in school	462
Proportion (%) of PDG eligible pupils	30%
Date this statement was published	1.10.24
Date on which it will be reviewed	1.4.25
Statement authorised by	
PDG Lead	Nicole Shapley
Governor Lead	Claire Thomas

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£190,070
PDG	£160,670
EYPDG	£29,400
Total budget for this academic year	£2,441,332

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. Fewer instances of dysregulation Improved Personalised Assessment scores/teacher assessment
To develop sustained parental engagement.	Improved attendance of targeted pupils. Fewer instances of dysregulation Improved Personalised Assessment scores/teacher assessment
Improve learning progress of pupils with ALN and socially disadvantaged.	Improved attendance of targeted pupils. Fewer instances of dysregulation 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: £166,004

Activity	Evidence that supports this approach
Setting up a 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. Attainment gap is reduced.
To improve the emotional and social wellbeing of groups of pupils	Curriculum enrichment and support for children's resilience for learning. eFSM pupils are able to access outdoor learning opportunities that provide them with teamwork skills and a safe space to develop their social skills with the support of trained staff.
The Nest nurture support	Pupils are displaying greater emotional needs requiring a different approach 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.

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

Budgeted cost: £30,479.50

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 successfully provided bespoke, targeted support for a number of families last year. This will continue this academic year to support more families 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: £ 196,483.50

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 2023 to 2024 academic year.

Forest school sessions for all classes improved the confidence and wellbeing of almost all children. The Nest continued to provide excellent support for our most vulnerable pupils and those with ALN. The self-referral sessions for Y5/6 were taken up by many children who made progress with their emotional health as a result.

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 very 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	