



'Roots to Grow,

Wings to Fly'



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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	481
Proportion (%) of PDG eligible pupils	38%
Date this statement was published	1.9.23
Date on which it will be reviewed	1.4.24
Statement authorised by	
PDG Lead	Nicole Shapley
Governor Lead	TBC

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£189,750
PDG	£156,400
EYPDG	£33,350
Total budget for this academic year	£2,309,890

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
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To improve the emotional and social wellbeing of groups of pupils.	Improved attendance of targeted pupils. Fewer instances of dysregulation Improved NT scores/teacher assessment
To develop sustained parental engagement.	Improved attendance of targeted pupils. Fewer instances of dysregulation Improved NT scores/teacher assessment
Improved learning progress of youngest children. Improved emotional and social skills from targeted learners. Improved learning progress in Year 4 and Year 5 2022-23 and Year 5 and Year 6 2023-24	Improved attendance of targeted pupils. Smaller class sizes
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: £133,736

Activity	Evidence that supports this approach
Employing a teacher for an additional class in Year 4 April 2023 and continuing this for academic year 2023-24	Reducing the size of very large classes to provide additional support for identified efsm pupils.
To improve the emotional and social wellbeing of groups of pupils	Targeted sustained Forest School blocks for every year group in KS2. 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.

Specific, individualised targeted support for identified pupils	Setting up a Wellbeing class to support identified eFSM pupils
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £67,698

Activity	Evidence that supports this approach
Family Liaison Officer	Growing number of pupils requiring additional bespoke emotional support;
Family Thrive Practitioner training	Training for the Deputy Headteacher and Family Liaison officer to provide bespoke, targeted support for families.
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: £ 201,434

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 2021 to 2022 academic year.

Employing an additional teacher for Reception meant three small classes which led to improved progress across the curriculum. This has been noticeable as they have moved into Year 1 with many making significant progress particularly in maths and numeracy.

Thrive Practitioner training for two further members of staff has ensured that this year we were able to create our own wellbeing provision that has supported over 300 children over the course of the academic year 2022-23. Many of these children have been able to make improved progress as a result of their emotional health and wellbeing needs being met.

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
Family Thrive Practitioner training	Thrive
The Curiosity Approach	Curiosity Academy

Further information (optional)

- Two members of staff training as Family Thrive Practitioners
- SIP priorities with bridging the gap actions weaving throughout
- School vision linked to inclusion
- Involvement of all stakeholders in rewriting the Behaviour Policy in line with our school ethos, Thrive and changes to curriculum

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