

Annex 1. Pupil Development Grant School Statement template

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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Cefn Fforest Primary
Number of learners in school	265
Proportion (%) of PDG eligible learners	33%
Date this statement was published	1/5/25
Date on which it will be reviewed	1/5/26
Statement authorised by	HT
PDG Lead	HT
Governor Lead	CH

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£123,050
Total budget for this academic year	£123,050

Part A: Strategy Plan

Statement of intent

- The school aims to use grant funding to support the academic and emotional well-being of pupils and their families, provide bespoke interventions to support pupils to achieve to the best of their ability.

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
Pupil and family support officer will lead on supporting families and run THRIVE and MOTIONAL therapeutic interventions across the school	Pupils emotional well-being is supported effectively and families benefit from bespoke support allowing vulnerable pupils to achieve their targets
The school will promote speech and language early development with children with social communication needs	Identified pupils have high quality language intervention and make progress against their targets in early years
Support staff will provide Literacy and Numeracy interventions to support pupils who are falling behind their peers	Pupils to make progress against individual targets set by class teachers
Pupil and family support officer will provide attendance and well-being checks and support pupils and families to ensure good attendance	Pupils at risk of poor attendance or well-being access early intervention, are sign posted to support agencies and attended more regularly

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

The school undertakes the following activities to support pupils facing the challenges of poverty and deprivation: Early language Intervention Nursery and Reception Small group support Literacy and Numeracy in KS1 and KS2 THRIVE/MOTIONAL emotional literacy groups. Nurture Provision Pupil and Family support worker LAC support through bespoke emotional interventions

Learning and teaching

Budgeted cost: £ 68109

Activity	Evidence that supports this approach
Support staff will provide Literacy and Numeracy interventions to support pupils who are falling behind their peers	Small-group support is shown in FFT research to accelerate progress for pupils working below their peers, particularly when interventions are structured, time-limited, and delivered by trained support staff
Identified early years pupils have high quality language intervention and make progress against their targets	FFT early years data often highlights pupils whose communication and language skills are below age-related expectations, demonstrating a clear need for targeted, high-quality language intervention. Research referenced in FFT guidance shows that structured early language programmes lead to accelerated progress, particularly when delivered consistently and by trained practitioners

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 33395

Activity	Evidence that supports this approach
Pupil and family support officer will lead on: Attendance of vulnerable learners Supporting families with costs of living crisis: 'Big Bocs Bwyd' school shop, Uniform shop, Food bank, Mental health first aid, Washing and drying facilities at school. Sign posting families to other agencies.	FFT attendance patterns often identify vulnerable learners whose absence places them at risk of underachievement, highlighting the need for a dedicated officer to lead targeted support and improve engagement. FFT contextual data shows that pupils facing socio-economic pressures—such as those addressed through school-based food, uniform, and wellbeing support—are more likely to make stronger progress when barriers to attendance and basic needs are reduced. Families signposted to appropriate external agencies typically demonstrate improved stability and pupil attendance over time, a trend reflected in FFT analyses that link strengthened home–school partnerships with better projected outcomes

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

Budgeted cost: £ 21546

Activity	Evidence that supports this approach
Pupil and family support officer will run THRIVE and MOTIONAL therapeutic interventions across the school to ensure pupils social and emotional well being is supported	FFT contextual data frequently identifies pupils whose social and emotional needs act as barriers to learning, demonstrating the importance of structured therapeutic interventions such as THRIVE and MOTIONAL. Schools using targeted SEMH programmes show improved engagement and progress among vulnerable learners, a pattern reflected in FFT analyses linking emotional wellbeing with stronger academic trajectories. FFT tracking often highlights that pupils receiving consistent therapeutic support are more likely to meet their projected outcomes, evidencing the positive impact of whole-school wellbeing interventions led by trained staff

Total budgeted cost: £ 123050

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.

Activity	Impact
Pupil and family Engagement Officer Attendance and Wellbeing	Number of families supported: 85 Number of Efsm: 75% Number of Lac:4 List of activities and attendance: Individual family meetings signposting to support services

	2 made significant improvements to their targets. 3 moved to specialist placement within the Local authority
ELSA check in	Number of Pupils supported: 60 pupils weekly Number of Efsm:44 Impact Improved attendance and behaviour Family issues identified early, and support put in place and signposted to other agencies where needed
Social communication intervention	Number of pupils supported: 6 Number of Efsm: 4 Impact: Improved attention and listening. 3 pupils continue to have needs met in mainstream 2 pupils are in mainstream with significant support through social communication interventions 1 pupil moved to the in house resource base class for further observation and assessment
Literacy Junction Group 1 Group 2	ALNCO trained as a train the trainer. 5 members of staff trained in the intervention – group relates to the teacher all intervention is individual. Number of pupils : 5 ESFM: 2 Impact: 100% of pupils made improvements in their phonics and reading assessments 67% made significant improvements Number of Pupils supported: 2 pupils Number of Efsm: 0

Group 3	Impact: Improved confidence in speaking and reading all pupils improved their phonic knowledge 100% made more than expected progress
Group 4	Number of Pupils supported: 12 Number of Efsm: 4 Impact: There was an impact on this group as TA was used to cover staff illness. So the time was shorter. All pupils made expected progress. 50% made more than expected
Group 5	Number of Pupils supported: 8 Number of Efsm: 3 Impact: 100% of the pupils made more than expected progress and came of the intervention at an earlier point than was expected due to the progress made.
	Number of Pupils supported: 10 pupils Number of Efsm: 5 Impact: This group was effected by a change in TA and the training of the new TA. 10 pupils made expected progress. 8 pupils made significantly more progress than expected. 3 pupils will continue to need support next year with 2 pupils being discussed with the advisory teachers during the planning meeting 24-25

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
Class charts	Edukey

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.