PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 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	St. Gwladys Bargoed
Number of pupils in school	401
Proportion (%) of PDG eligible pupils	25.3%
Governor Lead	Mrs. G. Pitt

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£153,742
EYPDG funding	£41,400
Total budget for this academic year	£ 195,142

Part A: Strategy Plan

Statement of Intent

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The school's use of Pupil Development Grant (PDG) and Early Years Pupil Development Grant (EYPDG) funding is aligned with the Welsh Government's commitment to improving educational outcomes and experiences for learners affected by poverty and disadvantage. Our overarching aim is to ensure that every child, regardless of their background, starting point or personal circumstances, has the opportunity to thrive, achieve and reach their full potential. Funding will therefore be used strategically to remove barriers to learning, promote equity and ensure that all learners can access the support, experiences and opportunities they need to succeed.

Our approach is underpinned by high expectations for all learners and a commitment to providing high-quality teaching, targeted support and appropriate intervention. We recognise that disadvantage can impact on learners' educational experiences, attainment, wellbeing, attendance, engagement and access to opportunities. Our use of PDG and EYPDG funding therefore takes a holistic approach, addressing both academic and wider barriers to learning while ensuring that additional support is responsive to individual need.

A key element of our strategy is the provision of additional classroom-based support in literacy and numeracy across all year groups. Alongside our strong Early Years provision, each class from Year 1 to Year 6 benefits from dedicated teaching assistant

support. This additional capacity enables teachers and support staff to identify barriers at an early stage, provide targeted support and intervention, monitor progress closely and respond promptly to identified need. Support is integrated into classroom provision wherever possible, ensuring that all learners benefit from a supportive and inclusive environment, with additional provision directed towards those who need it most. This enables children to access an ambitious curriculum, develop confidence and independence, make progress from their individual starting points and achieve their potential.

Funding will also support the development and implementation of targeted interventions in literacy, numeracy and other identified areas of need. Provision will be informed by assessment information, pupil progress data, professional knowledge and ongoing monitoring, ensuring that support is responsive to individual need. The impact of interventions will be evaluated through appropriate assessment and monitoring processes, with provision adapted where necessary to maximise impact and ensure that learners continue to make progress.

We will also make strategic use of Cluster Grant funding to strengthen our capacity to support learners experiencing disadvantage. Collaboration with cluster schools provides opportunities to share effective practice, access professional learning, develop staff expertise and work collectively to identify and address barriers to learning. This collaborative approach supports sustainable improvement and enables the school to draw on wider expertise and evidence-informed practice.

Appropriate resources, digital tools and specialist provision will be funded where these contribute to reducing barriers to learning. This includes the use of Edukey to support the effective recording, monitoring and review of provision and pupil progress, helping staff to ensure that support is appropriately targeted and coordinated. Resources such as Communicate In Print will be used to provide accessible, visual and differentiated learning materials, supporting learners with communication, language, literacy and additional learning needs to access the curriculum and develop greater independence.

We are also committed to reducing the financial barriers that may prevent children from accessing the wider opportunities available through school. We actively seek to minimise costs to families for educational visits and extracurricular activities, exploring external grant funding and additional sources of financial support wherever possible. We also organise fundraising initiatives, including Grow a Pound, summer and winter fayres, to generate additional funds that can be used to subsidise experiences and opportunities for our pupils. Through these efforts, we aim to ensure that family financial circumstances do not prevent children from participating in enriching experiences, developing their interests and talents, and being fully involved in all aspects of school life. We are sensitive to individual family circumstances and seek to provide support discreetly, ensuring that every child has the opportunity to take part alongside their peers.

The funding will also contribute to our commitment to learner wellbeing and resilience. We recognise that emotional wellbeing is closely linked to engagement, attendance, relationships and readiness to learn. Trained Emotional Literacy Support Assistants (ELSAs), through the Educational Psychology Service, provide targeted support to pupils experiencing emotional or social barriers to learning. This provision aims to develop emotional literacy, self-regulation, resilience, confidence and positive relationships, enabling learners to engage more successfully with school and learning.

Our PDG and EYPDG strategy is therefore focused on early identification, prevention and targeted support, alongside sustained investment in high-quality teaching and learning. Funding decisions will be informed by the needs of our learners and reviewed through our established monitoring and evaluation processes. We will use assessment information, pupil progress, attendance, engagement, wellbeing information and staff and pupil voice, where appropriate, to evaluate the effectiveness of provision and inform future planning.

The intended impact of this investment is that all learners, including those experiencing poverty and disadvantage, have equitable opportunities to access learning, make progress and achieve their potential. We aim to develop confident, resilient and independent learners who feel valued, included and supported to succeed. Through the effective and strategic use of PDG, EYPDG and Cluster Grant funding, we are committed to ensuring that poverty and disadvantage do not become barriers to educational opportunity, participation or future aspirations.

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, including those experiencing disadvantage and those who are more able and talented, will make sustained progress in the key skills of literacy and numeracy. Through targeted and appropriate additional support, pupils will develop greater confidence, self-esteem, resilience and independence, contributing positively to their overall wellbeing and engagement with learning.	**Baseline assessment and observations** identify individual strengths, needs and barriers, enabling meaningful additionality to be targeted effectively. **Ongoing analysis of pupil progress and individual outcomes** demonstrates the impact of targeted support on literacy, numeracy, confidence, resilience and wellbeing. **End-of-year outcomes** demonstrate the extent to which pupils have made progress from their individual starting points and inform future provision and funding priorities.
All pupils identified as disadvantaged receive appropriate, targeted additional support to remove barriers to learning and enable them to fulfil their individual potential. The needs of identified Young Carers are recognised and appropriately supported to promote their wellbeing, engagement and educational progress.	Disadvantaged pupils demonstrate improved wellbeing, engagement and educational progress as a result of targeted additional support. Improved emotional wellbeing is evidenced through pupil voice, observations, engagement and progress across the curriculum. Identified Young Carers receive appropriate support, with provision reviewed regularly to ensure their individual needs are being met.
Families experiencing significant disadvantage are identified and supported through proactive, sustained engagement, enabling barriers to attendance, wellbeing and learning to be addressed and reducing their impact on	The Co-ALNCo and Jigsaw Families Lead proactively engage with identified families, establishing positive relationships and coordinating appropriate support to address barriers to attendance and learning.

pupils' educational experiences and outcomes.	Improved attendance, engagement, wellbeing and individual pupil progress demonstrate the positive impact of family support and intervention. Individual family and pupil needs are regularly reviewed to ensure that support remains appropriate, responsive and effective.

Activity in this academic year
This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

PDG funding will be used strategically to provide additional staffing capacity across the school, enabling reduced adult-to-pupil ratios and increased opportunities for targeted support. This additional capacity will strengthen the delivery of high-quality teaching and learning, support early identification of need and enable staff to respond effectively to individual barriers to learning. Staff will also access targeted professional learning to further develop their knowledge, skills and expertise and ensure high-quality provision for all learners.

Targeted individual and small-group support will be embedded within everyday classroom practice, ensuring that additionality is inclusive, responsive and closely matched to identified need. This approach will provide appropriate support and challenge, enabling pupils to make progress from their individual starting points while developing confidence, independence, resilience and positive wellbeing.

As a designated Lead School for Health and Wellbeing, the school will continue to provide a range of targeted wellbeing and pastoral interventions designed to address barriers to engagement, learning and emotional wellbeing. Provision will include ELSA, Jigsaw Families, Roots and Seeds of Empathy, Lego Therapy, Draw and Talk and targeted Speech and Language interventions. These approaches will support pupils to develop emotional literacy, self-regulation, resilience, communication skills and positive relationships, enabling them to engage more successfully with learning.

PDG funding will also support wider family and community engagement. The Community Cookery Club will provide families with practical knowledge and skills to prepare healthy, nutritious and cost-effective meals, supporting positive family wellbeing and helping to address barriers associated with healthy living and financial pressures.

A proportion of the funding will also contribute to the development of physical literacy and active participation. Pupils will access regular sessions led by a Sports Science specialist, providing opportunities to develop physical skills, confidence and positive attitudes towards physical activity. This provision will contribute to pupils' wider health and wellbeing and support their readiness and engagement for learning.

Across all areas of provision, the school will monitor participation, progress and impact to ensure that PDG-funded activity is targeted effectively and continues to address the identified needs of disadvantaged learners. Evaluation will inform future provision and ensure that funding is used to maximise positive outcomes for pupils and their families.

Part B: Review of outcomes in the previous academic year

Impact of Pupil Development Grant (PDG) Activity 2025–2026

This details the impact that our PDG activity had on pupils during the 2025–2026 academic year.

During the 2025–2026 academic year, PDG funding was used strategically to provide additional staffing, targeted interventions and wider wellbeing and family support. This enabled the school to respond to identified barriers experienced by disadvantaged pupils and provide appropriate additionality to support their academic progress, engagement, attendance, confidence and wellbeing. Our overarching aim was to ensure that all pupils, regardless of their background or circumstances, had equitable access to learning, support and opportunities to achieve their potential.

Pupil progress data indicates that nearly all learners made good to very good progress during the academic year. This provides evidence that the combination of high-quality teaching, additional staffing, targeted intervention and individualised support was effective in enabling pupils to make strong progress from their individual starting points. The additional capacity provided through PDG funding enabled staff to identify need at an early stage, provide timely support and closely monitor pupils' progress.

Additional staffing enabled reduced adult-to-pupil ratios and increased opportunities for individual and small-group support within the classroom. This allowed staff to provide targeted intervention, adapt learning and respond more effectively to individual needs. The provision supported pupils to develop key skills in literacy and numeracy while also promoting confidence, independence and positive engagement with learning.

PDG-funded wellbeing provision had a positive impact on pupils' emotional and social development. Programmes including ELSA, Jigsaw Families, Roots and Seeds of Empathy, Lego Therapy and Draw and Talk provided targeted support for pupils experiencing emotional, social or communication barriers. Staff observations and pupil voice indicated increased confidence, improved emotional regulation and greater readiness to engage in learning among pupils accessing this provision.

Targeted Speech and Language support enabled identified pupils to develop their communication and language skills, supporting their access to the curriculum and participation in classroom learning. Specialist and targeted approaches ensured that provision was responsive to individual need and helped pupils develop greater confidence and independence in communicating.

The school also strengthened engagement with families experiencing disadvantage through Jigsaw Families and wider family support. Proactive liaison with identified families enabled barriers affecting attendance, wellbeing and engagement to be identified and

addressed, strengthening relationships between home and school and supporting improved outcomes for individual pupils.

The Community Cookery Club provided families with practical skills and knowledge to prepare healthy, nutritious and cost-effective meals, contributing to the school's wider health and wellbeing priorities and strengthening family engagement with the school community. This also provided an opportunity to build positive relationships between families and school staff within a supportive and welcoming environment.

PDG funding also supported the development of physical literacy and wellbeing, including sessions delivered by a Sports Science specialist. These opportunities promoted physical development, confidence, participation and positive attitudes towards healthy lifestyles.

Alongside this provision, the school actively sought external grant funding and additional financial support to reduce the cost of educational visits and wider enrichment opportunities. This included securing grant funding towards the Year 5 and 6 educational visit to the Royal Mint, enabling pupils to access a valuable learning experience that may otherwise have presented a financial barrier for some families. Support was also provided to subsidise extracurricular activities and end-of-year educational visits, helping to ensure that all pupils could participate alongside their peers. Through grant applications, fundraising and other financial support, the school worked proactively to minimise costs to families and ensure that financial circumstances did not restrict children's access to enriching experiences. These opportunities broadened pupils' experiences, developed their knowledge and understanding of the world and reinforced our commitment to ensuring that every child has the opportunity to participate fully in school life.

Overall, the evidence from pupil progress data, attendance information, observations, pupil voice and individual pupil outcomes demonstrates that PDG-funded provision contributed positively to the experiences and outcomes of disadvantaged learners. Alongside academic progress, the funding helped remove barriers to participation, broaden educational experiences and support pupils' confidence, wellbeing, resilience and sense of belonging. The strong progress demonstrated by nearly all learners provides evidence of the effectiveness of the school's approach, while ongoing evaluation has identified areas for continued development and refinement during 2026–2027.

Our continued commitment is to ensure that every child, regardless of their starting point or personal circumstances, has access to the teaching, support and opportunities they need to succeed. We recognise that equity does not mean providing every child with the same support, but ensuring that each learner receives what they need to achieve their potential. Through the strategic use of PDG funding, we aim to ensure that poverty and disadvantage do not limit educational achievement, participation or future aspirations.