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.

School Overview

Detail	Data
School name	Ysgol Caer Elen
Number of learners in school	905
Proportion (%) of PDG eligible learners	9%
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	D.Hughes
PDG Lead	M. Iorwerth
Governor Lead	M.Thomas

Funding Overview

Detail	Amount
Children's PDG allocation of statutory age	£54,280
Early Years Allocation (Nursery and Reception)	£12,650
Secondary age allocation (PS4)	£15,870
Total budget for this academic year	£82,800

Part A: Strategy Plan

Statement of intent

At Ysgol Caer Elen we are committed to reducing the impact of poverty on the progress and achievement of our pupils. There is a clear focus within the School Improvement Plan on:

Enabling every pupil and in particular pupils from more disadvantaged backgrounds to make progress on their own learning pathway and to raise their aspirations to achieve their full potential.

To achieve this aim we will focus on the following:

- All learners make progress irrespective of their background or financial needs.
- Funding is allocated to ensure equity for pupils in accessing learning and extra-curricular opportunities.
- High quality support is provided for pupils to ensure they make progress, with a particular focus on literacy, numeracy and digital skills, including communication skills
- Learners have access to effective emotional and wellbeing support

As a school, we are keen to learn from the best practices in Wales and beyond through:

- Planning interventions that focus on improving the attainment of pupils from disadvantaged backgrounds, regularly monitoring pupils' progress and evaluating the impact of the interventions.
- Integrate plans for using the GDD effectively in the school's development plan, basing our practice on solid evidence and including them as part of a whole school strategy.
- Balance whole school strategies with targeted interventions to ensure that all learners who are entitled to free school meals benefit as individuals, while the whole school also develops its ability to support each learner to achieve their full potential.

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 learners have access to high quality teaching and learning and reduce the attainment gap between RADY and non RADY learners.	Support is given for additional learning interventions where identified. Poverty is not a barrier to learning.
All learners are supported in developing emotional literacy skills and have access to	The school has designated and trained ELSA's, Youth Workers and an Engagement

good quality wellbeing support in order to improve attainment and engagement.	Support Officer. Learners' wellbeing is supported effectively and the school identifies learners who need support and programmes of support promptly.
All learners have access to wider opportunity provision.	School provides access to and support with funding and or payment plans for all learners to access trips, visits and extracurricular activities.
All learners have access to appropriate school uniform	Use of school uniform grant. Non-compulsory use of branded uniform. Provision within the school for clean good quality second hand uniform.
Improved school attendance, self-worth and engagement of our RADY pupils.	Attendance percentage increases.
Proportional representation for disadvantaged pupils	Disadvantaged learners are engaging in wider experiences in and outside of the classroom that will develop their skills to be successful in life

Activity in this academic year

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

Funding has been allocated to the following areas:

- The employment of 3 Teaching Assistants to support literacy and numeracy intervention work of RADY pupils, offering high quality support in the classroom and emotional and wellbeing work.
- Training for one member of staff as a designated Emotional Literacy Support Assistant for 3 days a week.
- Employment of an Engagement and Behavioural Support Officer to provide support for RADY learners during timetabled sessions.
- Release 1 teacher for 1.5 days of the week to encourage the commitment and support of parents/carers through the PCP meetings offered by the school.
- Financial support to reduce barriers to learning and experiences for learners e.g. paying for transport to and from sporting events; purchasing classroom resources for our RADY pupils.

Learning and teaching

Budgeted cost: £33,266.90

Activity	Evidence that supports this approach
Employment of 3 Teaching Assistants to: • Support learners in the classroom • Deliver effective literacy interventions to identified learners in order to raise the attainment of our RADY pupils • Support communication needs and deliver reading interventions where appropriate such as RWI	EEF – Making Best Use of Teaching Assistants Teaching Assistant Interventions
Numeracy Intervention: • Maths Pad • Sunflower Learning Focused intervention for Yr.8 RADY pupils delivered by one TA for the equivalent of one day every two weeks.	Numeracy interventions can have a significant impact on RADY pupils for several reasons: • addressing gaps in learning, helping these students catch up with their peers • tailored support that meets the individual needs of pupils • building confidence allowing RADY pupils to engage more positively with mathematics • improved academic outcomes • Early interventions help pupils to catch-up and perform better across the curriculum. They also help with confidence and reduce anxiety.
Lexia/English Intervention	Through early intervention, children learn how to use language to convey messages, to express feelings and to interact with their friends. Once a need has been identified, effective interventions can then be used to overcome any barriers in the child's learning.
Transport to and from extra-curricular events e.g. sports	Providing transportation for RADY pupils to extra-curricular events can have a positive impact on various aspects of their education and development: • increased participation • enhanced engagement in school

	• social inclusion • skill development • improved academic outcomes • community building
Instrumental lessons for RADY pupils at PS2 and 3	Offering free instrumental lessons can play a crucial role in enhancing the educational experience and personal development of RADY pupils, providing them with opportunities that might otherwise be out of reach. This access allows them to explore their musical interests and talents.

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: £5,500

Activity	Evidence that supports this approach
Family engagement through: • Providing practical strategies to support learning at home • Improve school communications to encourage positive dialogue about learning • Offer parent workshops and support where needed. • Release 1 teacher for a percentage of the week to encourage the commitment and support of parents/carers through the PCP meetings offered by the school.	EEF - working with parents to support children's learning report PCP Person-Centred Practice

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

Budgeted cost: £31,383.10

Activity	Evidence that supports this approach
Cover to release one TA to provide emotional support and drawing therapy for RADY pupils 3 days per week	ELSA Network – what is ELSA?

Cost for one Youth worker to provide Nurture group sessions for PS 4 and 5 RADY pupils and to encourage family engagement and support. The Engagement and Behavioural Support Officer will provide support for vulnerable learners based on the Boxall assessment during timetabled sessions.	Studies and reports, for example, reports from organizations like the Youth Work Alliance and LEA's state that nurture groups are effective because they support the development of: • improved emotional well-being • enhanced social skills • increased academic engagement • targeted support for vulnerable learners • positive behavioural changes • strengthened relationships

Total budgeted cost: **£82,800**

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
ELSA sessions / Drawing and Talking Therapy	Improved wellbeing outcomes for all ELSA pupils.
Numeracy intervention	Raising the attainment of RADY pupils in PS 3 & 4.
Literacy intervention	Raising the attainment of RADY pupils in PS3 & 4
Well-being sessions	Though not so easy to measure, a number of our children have received additional well-being support outside of the above named programmes, taking the form of more than a single instance of support. This has ranged from play therapy, nurture support to dealing with various types of loss.

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
Lexia – English intervention	Lexia Learning Systems LLC

Read Write Inc. Phonics	Ruth Miskin Training
Maths Pad / IDL Numeracy	Maths Pad / Idlsgroup

Further information (optional)

• Payment plan offered for any trips or extra-curricular activities • Voluntary contribution only for any academic activities