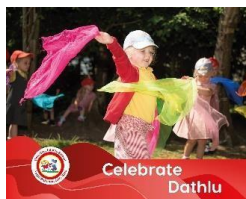


Cefn Glas Infants School

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PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 academic year.

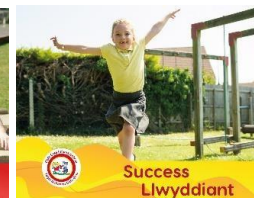
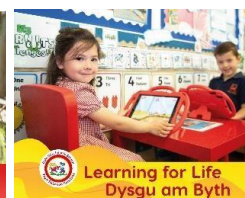
It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Cefn Glas Infants
Number of pupils in school	172
Proportion (%) of PDG eligible pupils	16.96%
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kath Wood
PDG Lead	Kath Wood
Governor Lead	Paul Davies

Funding Overview

Detail	Amount
Total Equity budget for this academic year	£57,797



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Part A: Strategy Plan

Statement of Intent

Ultimate Objectives

Our aim is to ensure equality of opportunity for all children and that all children achieve their full potential.

Strategy Plan

Learners' wellbeing will remain a key priority as we continue to recover post-pandemic and learners will access as appropriate. The school will provide targeted opportunities for learners to access intervention support to develop oracy, reading, writing and numeracy skills; this support is provided by suitably qualified and experienced staff.

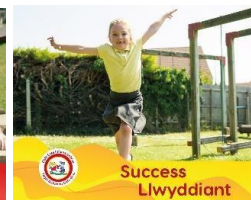
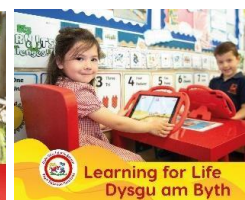
The key principles

- Early identification of learner needs.
- Specific and targeted individual and group support.
- Tracking of learner progress.
- Good communication with parents and carers throughout.
- Plan quickly adapted to meet any changing needs.
- Learning and Teaching approaches that are based on strong pedagogical approaches that are effective for all learners, including FSM pupils
- A child focused ethos across the school that focuses on good relationships with wellbeing at its heart.

Intended Outcomes

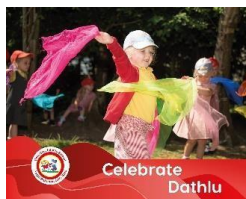
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve Nursery learners' speech and language acquisition and understanding	• Undertake Wellcomm assessments with Nursery learners

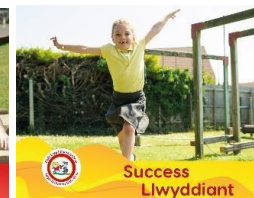
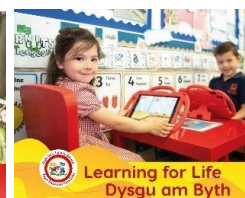


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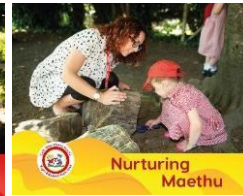


	- Implement targeted individual and group intervention activities to support development - Improved speech and language skills – learners apply their knowledge across all AoLEs
To improve Reception learners' speech and language acquisition and understanding	- Undertake Language Links assessments with Reception learners - Implement targeted individual and group intervention activities to support development - Improved speech and language skills – learners apply their knowledge across all AoLEs
To ensure learners' emotional needs are met and to provide support as necessary	- Daily emotional morning check-ins - Learner well-being surveys - Observations and discussions with learners to ascertain emotional needs - Educational Welfare Officer in school to provide support to learners and families - ELSA trained staff to provide ELSA sessions for identified learners - Learners' emotional needs are met
To ensure learners make good progress with their Numeracy and Literacy skills	- Undertake Twinkl Phonics assessments - Weekly individual reading sessions - Guided reading sessions - Provide targeted individual interventions: - POPAT - Precision teaching



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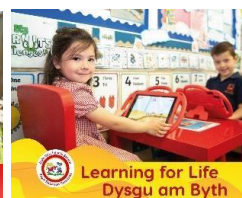


	○ Additional individual reading sessions • Learners make good progress with their literacy skills • Undertake Big Maths assessments • Provided targeted individual or group intervention activities, e.g. precision teaching • Learners make good progress with numeracy skills
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Activity in this academic year

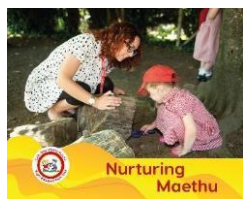
This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

- ELSA trained member of staff to provide intervention with learners when required.
- A member of staff responsible for delivering intervention activities for learners, including Lego Therapy, POPAT, Wellcomm, Language Links, Speech Links and Precision Teaching.
- Teachers will monitor eFSM pupils on class profiles in order to specifically analyse needs and progress
- Learning teams will look at good practice in differentiation and share ensuring a consistent approach.
- Circle time and daily class check ins will be embedded across the school to support with Wellbeing issues.
- IT support- training and resources



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Learning and Teaching

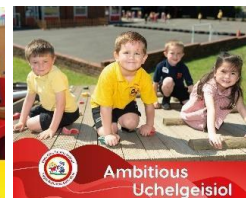
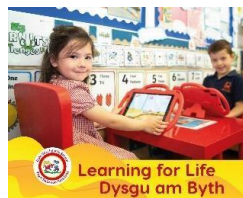
Budgeted cost: £57,797

Activity	Evidence that supports this approach
Targeted Interventions	Learner progress
Effective Differentiation	Learner progress
IT Resources and training	Learner progress

Community Schools

Budgeted cost: £0

Activity	Evidence that supports this approach
School uniform recycling – organised by PFA	To ensure there is equality of access to uniform and to support sustainability and environment. Spare / donated uniform offered to all families free of charge.



Cefn Glas Infants School

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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.

All learners including eFSM learners, made good progress.

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
Twinkl Phonics	Twinkl, delivered by school staff
WellComm	WellComm, delivered by school staff
Speech / Language Links	Speech Links, delivered by school staff
Reading Eggs & Maths Seeds	Reading Eggs

