



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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 Cefnlllys
Number of pupils in school	180
Proportion (%) of PDG eligible pupils	15%
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	J. Williams
PDG Lead	M. Soporova
Governor Lead	J. Williams

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£39,100
Smoothing budget	
Top up from school budget	To bring the cost in line with the previous year £59,550
Total budget for this academic year	£39,100

Part A: Strategy Plan

Statement of Intent

Ultimate objectives for the pupils being supported:

- To support academic progress and attainment to ensure pupils fulfil their potential.
- To ensure equity of opportunity and experience.
- To support emotional and mental wellbeing.

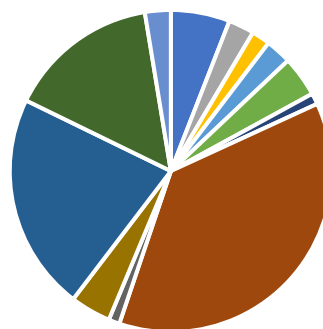
How does your current strategy plan work towards achieving those objectives?

- Experienced staff to implement interventions to support pupils learning.
- Range of opportunities are provided to enhance inspire and stimulate learning experiences.
- Experienced staff to provide emotional support to pupils.

What are the key principles of your strategy plan?

- High Quality Learning and Teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.
- Partnership- with a particular emphasis on facilitating and supporting family engagement and ensuring families understand opportunities and focus for their child.
- High level of collaboration and information sharing (on need to know basis) between professionals.

Needs across FSM 2025-2026



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|---|-------------------------------------|
| ■ 27 of 178 FSM | ■ Of these 27 |
| ■ 2 have LA-IDP | ■ 5 have SCH_IDP |
| ■ 2 have ASD as major need | ■ 3 Have BESD as major need |
| ■ 1 has HI as major need | ■ 27 have English as first Language |
| ■ 1 is White and any other Ethnic group | ■ 3 are in the Specialist centre |
| ■ 16 are male | ■ 11 are female |
| ■ 2 are LAC | |

Intended Outcomes

Intended outcome	Success criteria
<p>To ensure the pupils' emotional wellbeing remains supported to the high standard.</p>	<p>Regular wellbeing check in sessions access by all pupils.</p> <p>Sessions are offered to pupils who are identified as requiring and/or requesting support.</p> <p>Additional staffing support for pupils identified as in need for additional wellbeing provision. (a Nurturing provision available)</p> <p>Trauma informed practice embedded across the whole school. Substantial number of staff trained and able to provide support to FSM pupils.</p> <p>Online system embedded, allowing for targeted and quick responses to wellbeing concerns.</p>
<p>To work towards pupils' academic achievements being in line with those of their peers</p>	<p>Appropriate, individualised and age-related progress made by all pupils. Monitored through teacher assessment, work scrutiny, monitoring and standardised testing.</p>
<p>Parents able to access the support they require.</p>	<p>All parents contacted individually, through generical newsletters and generic emails to signpost for support, advice and training available.</p>
<p>Enrichment Activities/experiences such as visits, residentials and visitors into school to broaden learning experiences.</p>	<p>All pupils have the opportunity and the same experiences as all other pupils to be immersed in an enriched curriculum.</p>

Activity in this academic year

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

Overview of all spending.

£20,000 will be spent on employment of a member of staff continuing the delivery of ongoing individualised support planned for our vulnerable groups of learners. This will include academic support and social and emotional support. Providing ongoing an up-to-date training to staff delivering specific interventions.

£15,000 for a member of staff to deliver literacy and numeracy interventions in older classes.

£900 for CPOMS – safeguarding and monitoring system allowing the school to monitor, and report concerns, including behaviours, consistently across the setting. The system has additional features that will allow the school leaders to health and wellbeing.

£ 650 remaining for Literacy intervention package – Monster Phonics and Superhero spelling.

Learning, Teaching and Wellbeing

Budgeted cost: £39,100

Activity	Evidence that supports this approach
Specific staff member deliver interventions to support pupil academic and wellbeing progress.	Research shows that quality interventions and resources led by highly trained Teachers and TAs has a significant positive effect on pupils learning and wellbeing.
Resources to support individual learning and emotional/wellbeing e.g. Big Maths, Monster Phonics, ELSA, TIS	

Leadership

Budgeted cost: £ 900

Activity	Evidence that supports this approach
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<p>Ongoing use of the online recording system in order to provide timely reporting of safeguarding, behaviour and wellbeing concerns.</p>	<p>The evidence in all safeguarding cases shown that information sharing required improvement to have the 'big picture'.</p>
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Total budgeted cost: £59,550

Part B: Review of outcomes in the previous academic year

PDG outcomes from 2024 to 2025

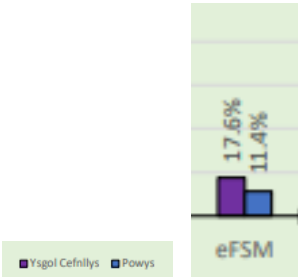
In 2024-2025 the school's main focussed remained on providing emotional support for most FSM pupils, this included pupils identified as RADY. All our pupils made progress against their personalised standard, and nearly all made good/expected progress and few made better than expected progress within all three areas of personalised assessment.

The school introduces Moster Phonics and Superhero spelling programme as well as re-introduced reading as part of the home-school agreement. As result most pupils' engagement in reading improved and willingness to read at school and at home has increased. Most FSM children take a book home every day and return it in timely manner.

Numeracy programme 'Big Maths' evidenced a good progress made in Numeracy by most FSM pupils and few have made above expected progress. In 2024-2025 – we have also seen anecdotal evidence of increased engagement within other AOLEs.

The attendance of FSM pupils during the last academic year remains higher than the cluster and statutory school age average.

Statutory School Aged			eFSM	
			Cohort %	PRESENT %
6662070	Ysgol Cefnlllys	Mid	17.6%	85.95%
Cluster -	Llandrindod		13.9%	83.34%
Language Category -	Category 1 English-medium	C1	12.5%	84.29%
School Type -	Primary Settings	Primary	11.2%	87.61%
Statutory School Aged	Powys		11.4%	84.26%



All FSM pupils had the opportunity to join with extracurricular activities and many accessed residential trips, part funded by FSM funding.

PDG outcomes from 2023 to 2024

In 2023-2024 the school focussed on providing additional support to pupils within their core curriculum and wellbeing. The end of year attainment shown that many pupils (none e-FSM and e-FSM) have made a good progress. RADY programme have started supporting many disadvantaged pupils however a measurable progress is yet to be evidenced.

Overall, nearly all pupils made an expected progress or greater in the numeracy. Showing that Big Maths has been providing a good base for progression.

The wellbeing of pupils has been classified as to a high standard by families (parent questionnaires 2023 analysed and 2024-2025 to be analysed by December 2024).

PDG outcomes from 2022 to 2023

Pupils entitled to receive Free School Meals benefitted from the school PDG measures in 2022 to 2023. All pupils entitled to eFSM made good or very good progress in terms of academic attainment and emotional wellbeing from baseline results. In reading all pupils are making good or very good progress from their starting points. Maths intervention had a positive impact on Procedural results. Evidence of impact includes: Teacher Assessment, Listening to Learners and Standardised Test Results and National Test standardised scores.