

Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2026 to 2027 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	Cysgod Y Coed
Number of learners in school	119
Proportion (%) of PDG eligible learners	
Date this statement was published	
Date on which it will be reviewed	Jul-27
Statement authorised by	Jake Parkinson
PDG Lead	Jake Parkinson
Governor Lead	Louise Wilce

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£48,300
Total budget for this academic year	

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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 make progress from their starting points in reading, with the most disadvantaged pupils being able to access evidence-based intervention and support	Monitoring of pupil progress at key review points throughout the year in Cross-Curricular Skills. Systematic review and evaluation of the quality of teaching and learning experiences through robust review processes
All pupils, especially those most disadvantaged, engage in a varied programme of pupil enrichment activities	Pupil voice activities, analysis of engagement in enrichment activities and tracking of SEMH and attendance
All pupils, especially those most disadvantaged, have access to therapeutic support and intervention which evidences progress in social and emotional wellbeing	Pupil voice activities, analysis of engagement in enrichment activities and tracking of SEMH and attendance
All pupils have access to a broader and more balanced and engaging curriculum offer that is tailored to their needs and prioritises vocational and 'hands-on' approaches	Attendance and pupil voice feedback is improved

Activity in this academic year

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

Learning and teaching

Budgeted cost: £ 8,300

Activity	Evidence that supports this approach
High quality and ongoing professional learning on metacognition, reading and feedback	Metacognition and self-regulation (high impact)
Professional Learning for all TAs and PEOs on reading interventions and use of data	Reading comprehension strategies (high impact)

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach
Collaboration with other PRUs and EOTAS services on the Wave 3 curriculum offer, refining teaching and learning and vocational learning	Parental engagement (high impact)

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach
Access for all pupils to canine therapy through the Baxter Project	Social and emotional learning (moderate impact)
A broad range of enrichment activities for all learners to access	Social and emotional learning (moderate impact)
Further EBSA training for staff	Social and emotional learning (moderate impact)

Access to Wilderness Therapeutic Intervention programme	Social and emotional learning (moderate impact)
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Total budgeted cost: £ 48,300

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 2025 to 2026 academic year.

Activity	Impact
Professional Learning	Review Point self-evaluations indicate that sustained improvements in teaching and learning are being embedded across the service. These findings are triangulated through School Improvement Partner (SIP) evaluations, which confirm that developments in pedagogy and curriculum delivery are translating into measurable gains in pupil progress. Analysis of GL Star Reading data between Term 2 and Term 3 shows that pupils made expected to accelerated progress, with 63.6% improving their Standard Age Scores and an average gain of +4.45 points, alongside significantly increased reading ages. The most impactful approaches have been structured, targeted reading interventions, small-group and 1:1 support, and consistent adult-led literacy development, which have supported improvements in fluency, confidence, and access to learning.
Building relationships with families	Strengthened relationships with families, driven by targeted professional learning for Pupil Engagement Officers (PEOs), have had a measurable impact on engagement outcomes. This is evidenced by an overall increase in attendance of 3%, rising to 10% within PRU centres, indicating particularly strong impact within the most vulnerable cohorts. Parent and carer survey feedback further evidences this improvement, with more positive responses relating to quality of communication, clarity of information around pupil progress, and overall confidence in the effectiveness of the service.
Pupil wellbeing	Whole-service investment in training and targeted interventions is beginning to demonstrate measurable impact on both pupil outcomes and staff capability. All staff have completed Trauma Informed Schools (TIS) training delivered by the EPS, with feedback indicating a strong positive shift in staff confidence and understanding of trauma-informed practice. Targeted EBSA training for Pupil Engagement Officers has been particularly effective, contributing to improved attendance within this cohort, although this remains a key area for further development and consolidation moving forward. Therapeutic and relational interventions are also showing positive impact. Twenty-five pupils have accessed canine therapy, with the majority demonstrating improvements in social, emotional and mental wellbeing (SCWBS) alongside increased attendance; pupil voice further reinforces the value of this provision. ELSA delivery is at an earlier stage of implementation; however, capacity has been successfully built, with trained staff now in place across the service to support future scalability and impact. The enrichment offer has been a significant strength, providing pupils with consistent access to a broad and high-quality range of activities. This has contributed not only to improved attendance but also to enhanced pupil engagement and wellbeing, reflected in above national average responses within the SHRN survey, particularly in areas relating to physical activity.

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

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.