



YSGOL CARREGHOFA'S PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



2026-2027

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.

School Overview

Detail	Data
School name	Carreghofa
Number of pupils in school	100
Proportion (%) of PDG eligible pupils	5%
Date this statement was published	15.9.26
Date on which it will be reviewed	1.9.27
Statement authorised by	Chair Of Governors
PDG Lead	Claire Pritchard
Governor Lead	Siobhan Williams

Funding Overview

PDG funding	£11500
EYPDG	£0
Total budget for	£11500

Strategy Plan

Statement of Intent

The purpose of the Pupil Development Grant is to improve the educational attainment and achievements of pupils who are entitled to free school meals (eFSM). WG Definition 2018 - The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.'

At Ysgol Carreghofa, our school's vision is Happy Together, Reaching High! and to achieve this we need to ensure that all our pupils achieve their full potential. To do this we will:

*Ensure eFSM children have an equitable curriculum

*Support all eFSM to further develop their numeracy, literacy and digital skills

*Provide access to broad and interesting opportunities through their time at school.

The PDG along with highly trained staff enables us to work towards achieving the above objectives.

What we want to achieve	How will we know it has been successful
Equal access to high quality technology	All eFSM children from Year 3 and above have access to their own working device
Access to extended learning opportunities to broaden their experiences	Nearly all eFSM children experience a variety of new skills across the school year.
Increased positive progress trend for spelling & Maths	Nearly all eFSM children's spelling & maths is progressing at an increasing positive rate

Activity in this academic year

Learning & Teaching

Activity	Evidence that this will support
Additional TA support for 4 hours a week to support numeracy and literacy skills progress	Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents – charter collage

Community Schools

Activity	Evidence that this will support
Provide extracurricular activities and enrichment activities to support the pupil to develop talents and strengths	Yet our research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made. An Unequal Playing Field report.pdf (publishing.service.gov.uk)



2026-2027

Wider Strategies

Activity	Evidence that this will support
Provide support for parents in helping their child learn to and the importance of this.	The EEF's evidence suggests that effective parental engagement can lead to approximately three to four additional months of progress across an academic year. EEF Working with parents to support children's learning

PDG Outcome from previous year.

The school's use of the Pupil Development Grant has continued to have a positive impact on the progress, wellbeing and wider opportunities available to eligible pupils. The grant has been targeted to support academic progress, access to enrichment opportunities and the development of digital skills.

Impact on Attainment

Nearly all pupils eligible for PDG have achieved or exceeded their expected uplift standardised scores. Assessment information indicates that targeted interventions have successfully supported learners to make progress and close gaps in attainment. The effective deployment of Teaching Assistant support has contributed significantly to these outcomes, with RADY Uplift data demonstrating improved pupil scores and sustained progress over time.

Impact of Teaching Assistant Support

Teaching Assistant support has provided focused intervention and personalised learning opportunities for identified pupils. As a result:

- Nearly all PDG learners have made progress towards individual targets.
- Standardised assessment outcomes show improved attainment.
- Pupils demonstrate greater confidence when approaching learning tasks.
- RADY Uplift data evidences positive gains in pupil performance.

Impact on Enrichment and Wider Experiences

All pupils eligible for PDG have accessed extracurricular activities designed to broaden their experiences and enhance engagement with learning. Participation in clubs, educational visits and wider curriculum opportunities has:

- Increased pupil confidence and self-esteem.
- Supported the development of social and collaborative skills.
- Enhanced engagement and motivation towards learning.
- Ensured that financial barriers do not prevent participation in enrichment opportunities.

Impact on Digital Learning

PDG funding has enabled the provision of high-quality digital resources to support learning both in school and at home. As a result:

- Pupils have improved access to technology and digital learning platforms.
- Learners have developed greater confidence and competence in using digital tools.
- Digital resources have supported independent learning and home-school engagement.
- Pupils are better equipped to access the Digital Competence Framework across the curriculum.

Conclusion

The strategic use of PDG funding has had a measurable impact on pupil outcomes. Nearly all eligible pupils have achieved their expected uplift standardised scores, benefitted from high-quality intervention support, accessed a range of enrichment opportunities and developed their digital skills through improved access to technology. The school will continue to evaluate the impact of these approaches to ensure that PDG learners achieve their full potential and remain fully engaged in all aspects of school life.