



YSGOL CARREGHOFA'S PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



2025-2026

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	Carreghofa
Number of pupils in school	106
Proportion (%) of PDG eligible pupils	7%
Date this statement was published	15.9.25
Date on which it will be reviewed	1.9.26
Statement authorised by	Chair Of Governors
PDG Lead	Claire Pritchard
Governor Lead	Siobhan Williams

Funding Overview

PDG funding	£8050 + £1400
EYPDG	£0
Total budget for	£9450

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 reading	Nearly all eFSM children's reading is progressing at an increasing positive rate

Activity in this academic year

Learning & Teaching

Activity	Evidence that this will support
Additional TA support for 3 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)



2025-2026

Wider Strategies

Activity	Evidence that this will support
Provide support for parents in helping their child learn to read and the importance of this.	There is strong and consistent evidence in favour of an approach that is balanced both between comprehension and decoding and within these dimensions; any individual component, such as vocabulary development or alphabet knowledge, should be viewed as necessary but insufficient for long-term success. The importance of reading in early years education EEF

PDG Outcome from previous year.

In 2024/25, we have begun our RADY journey which is an approach that looks at uplifting the children on eFSM to achieve in line with their peers. We are please with our first year results as over 50% of our eFSM children have achieved their uplift and we will continue with this approach to support these learners. Most of our eFSM children have achieved well in their personalised assessments and they have access the further opportunities provided to them over the year.