Pupil Development Grant Strategy Statement

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	Caersws C P School
Number of pupils in school	84 (as of the start of the new financial year) 95 (from September 26)
Proportion (%) of PDG eligible pupils	8%
Date this statement was published	Friday 12th June 2026
Date on which it will be reviewed	Wednesday 7th April 2026
Statement authorised by	Sarah Corbett- Headteacher
PDG Lead	Sarah Corbett
Governor Lead	Alison Bateson

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£10,350.00
Total budget for this academic year	£10,350.00

Part A: Strategy Plan

Statement of Intent

Our aim is to improve the outcomes of learners eligible for free school meals and looked after children. Our intention is to help them overcome the additional barriers that can prevent them from achieving to their full potential. Our plan aims to provide additional support in teaching and learning to enable all pupils to make appropriate progress, to facilitate structured wellbeing support for pupils who need it, and to create targeted support for those in need of developing their personal and social skills.

Intended Outcomes

This explains the outcome 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
Improved mental health and emotional wellbeing.	Pupils will have improved emotional regulation, less anxiety and better self-esteem as observed by peers, staff and family.
Developed resilience, personal and social skills.	Pupils will be able to maintain better friendships and will feel better equipped to deal with social issues when they arise.
Improved attainment and progress in literacy / numeracy.	Monitoring of interventions and support provided will show pupils have progressed in their literacy and numeracy skills.

Activity in this academic year

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

Learning and Teaching- Budgeted cost: £6090

Activity	Evidence that supports this approach
Additional TA Support- 8 hours per week.	Additional TA support means improving the progress and attainment of pupils' literacy and numeracy skills through individual intervention work or grouped work in class.

Wider Strategies- Budgeted cost: £5299

Activity	Evidence that supports this approach
Additional MDS- 2 hours a week.	Having an extra staff member on the playground each day allows for better interactions with pupils. Staff can model games to play and can encourage good social interactions. Staff can support pupils in overcoming issues they may encounter.
ELSA support- 5 hours a week.	Having ELSA support in place will provide pupils with the opportunity to express their emotions in a safe and supportive environment. Developing effective coping strategies will enhance their self-esteem and support their overall wellbeing and readiness to learn.

Total budgeted cost: £11,389

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
Additional TA Support- £3874	School tracking has shown that all pupils in receipt of intervention support have made progress from their starting point. During the year 25-26 there were 5.9% of pupils in receipt of FSM and 3.5% of these pupils made a marked improvement in literacy and numeracy, with pupils in most cases achieving a standardised score much higher than was expected for their age. In addition, 2.4% of pupils whilst achieving lower standardised scores than would be expected, had developed a noticeable improvement in confidence and independence when approaching set tasks.
Additional MDS- £3472	The addition of an extra MDS has led to pupils having the support needed to develop their social skills and to promote and build firm friendships.
Additional TA (lunchtimes)- £1986	A TA was used across lunchtimes to support a small cohort of pupils in following the school rules and behaving in an acceptable manner. As a result, lunchtimes have become a more positive experience for all pupils, and an improvement in behaviour has been seen for targeted pupils.