



## Fern Federation. Pupil Development Grant School Statement 25-26

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/ Federation Overview

FERN FEDERATION			
Detail	Data	Detail	Data
School name	Cefn	School name	Craig Yr Hesg
Number of learners in school	134	Number of learners in school	163
Proportion (%) of PDG eligible learners	37.4%	Proportion (%) of PDG eligible learners	47.5%
Date this statement was published	April 25	Date this statement was published	April 25
Date on which it will be reviewed	April 26	Date on which it will be reviewed	April 26
PDG Lead	Sarah Haggett	PDG Lead	Sarah Haggett
Governor Lead	Sian Assirati	Governor Lead	Sian Assirati

### Funding Overview

CEFN PRIMARY		CRAIG YR HESG PRIMARY	
Detail	Amount	Detail	Amount
PDG funding allocation this academic year	£72,450 (24-25) £83,950 (25-26)	PDG funding allocation this academic year	£79,350 (24-25) £79,350 (25-26)
Total budget for this academic year	£927,409 (24-25) £936,285 (25-26)	Total budget for this academic year	£675,121 (24-25) £735,988 (25-26)

## Part A: Strategy Plan

### Statement of intent.

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low-income families, who are entitled to free school meals (eFSM) and pupils who are looked after (CLA). As a Federation we are expected to maximise the use of this funding by introducing sustainable strategies that will lead to improved outcomes for CLA pupils and those entitled to free school meals.

As a Federation, we want to learn from the best practice locally, nationally and beyond by:

- Planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
- Integrating plans for the effective use of the PDG into the Federation Improvement Plan (FIP), basing our practice on sound evidence and including them as part of a whole school/Federation strategy.
- Balancing whole school/Federation strategies with targeted interventions to ensure that all pupils entitled to free school meals and CLA pupils benefit as individuals, whilst the whole school/Federation also develops its ability to support every learner to achieve their full potential.

Craig Yr Hesg and Cefn Primary Schools have a detailed plan, approved and overseen by CSC, the Governing Body, and Rhondda Cynon Taf Local Authority. This plan aims to ensure high expectations, achievement, and progress to eliminate learning barriers for pupils eligible for this funding.

We have used the funding available to:

- Ensure that vulnerable pupils have access to high quality wellbeing interventions and support through highly trained staff.
- Ensure that the ALNCo and identified staff support the attendance of our most vulnerable pupils.
- Ensure that pupil's literacy and Numeracy skills are well supported through high quality teaching and where appropriate through high quality interventions.
- Ensure that vulnerable pupil's progress is tracked through rigorous and robust systems and procedures.
- Ensure that staff are in receipt of high-quality professional learning and have time to reflect with colleagues
- Release of staff for monitoring, evaluating and reviewing activities
- Reduce barriers to pupils attending school everyday

## Four Purposes of the Curriculum.

This PDG plan aims to support the development of our pupils in line with the four purposes.

<b>Ambitious Capable Learners</b>	<ul style="list-style-type: none"> <li>• Supporting FSM learners to set themselves high standards and seek and enjoy challenge. By giving challenge built on their next steps from baseline assessments.</li> <li>• Build their body of knowledge and apply skills in different contexts, from specific intervention back to their work in class.</li> <li>• Communicate effectively.</li> <li>• Explaining ideas and concepts they are learning about particularly in Oracy based interventions</li> <li>• Use number effectively in different contexts and apply across the curriculum.</li> <li>• Using digital technologies to communicate</li> </ul>
<b>Healthy, confident individuals</b>	<ul style="list-style-type: none"> <li>• Are building their mental and emotional well-being by developing confidence, resilience and empathy especially through social intervention programmes.</li> <li>• Take part in physical activity.</li> <li>• Manage risk.</li> <li>• Form positive relationships based upon trust and mutual respect in all interventions.</li> <li>• Face and overcome challenges.</li> <li>• Have the skills to manage everyday life as independently as they can, all interventions should develop pupils' independence.</li> </ul>
<b>Ethical, informed citizens</b>	<ul style="list-style-type: none"> <li>• Find, evaluate and use evidence in forming views, particularly in reading and oracy interventions, mathematical interventions and social interventions.</li> <li>• Understand and consider the impact of their actions when making choices particularly in social interventions.</li> <li>• Respect the needs and rights of others, including in interventions.</li> </ul>
<b>Enterprising, creative contributors</b>	<ul style="list-style-type: none"> <li>• Think creatively to reframe and solve problems.</li> <li>• Identify and grasp opportunities.</li> <li>• Take measured risks, particularly in outdoor sessions.</li> <li>• Lead and play different roles in teams.</li> <li>• Express ideas and emotions</li> </ul>

## **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
To further develop the concrete, Pictorial and Abstract approach to the teaching of maths across the Federation.	Most staff to feel more confident and secure in their teaching of Maths using the CPA approach.  Most staff understand how to plan for opportunities to use the CPA approach, using the appropriate methods and resources.

	<p>Many pupils are able to explain their process' and have a deeper understanding of concepts especially those pupils on the FSM and ALN register.</p> <p>For most staff to understand best practise and standardise practise within the Fern Federation.</p>
<p>To improve staffs' ability to effectively use data and information to monitor and measure pupil, cohort, school and Federation performance.</p>	<p>100% of teaching staff attend at least one workshop per term on data and demonstrate an increased knowledge of data and its uses.</p> <p>Nearly all staff demonstrate improved confidence and proficiency in using data and can use it to identify strengths and areas for development.</p> <p>All identified staff can accurately use data and information to hold rigorous and robust pupil progress meetings. Pupil reports are accurate and reflect the pupil's progress especially those with ALN, FSM, CP.</p> <p>All staff are given the opportunity to feedback their evaluative data reports are accurate and clearly identify trends in pupil achievement and progress.</p>
<p>To ensure all staff take a collective responsibility for the timely accurate and consistent completion of Vulnerable pupil's paperwork to ensure high quality support for pupils with vulnerabilities.</p>	<p>ALNCO provides training and support to staff to support them in their role.</p> <p>ALNCO facilitated and brokered high quality professional learning which improves practices.</p> <p>All required ALN documentation (e.g., IDPs, reviews, referrals) is completed by set deadlines by all identified staff.</p> <p>All staff demonstrate understanding of their role in the ALN and accountability process through regular contributions and updates.</p> <p>Monitoring shows improved consistency and quality in all paperwork across the Federation.</p>
<p>To improve pupils' basic literacy skills with an emphasis on reading, phonics and spelling.</p>	<p>All staff to feel more confident with delivering phonic sessions across the Federation and have received appropriate high-quality training.</p>

	<p>All staff to use the appropriate resources needed to deliver sessions and ensuring they are being used to support learning</p> <p>Many pupils to have made good progress in reading, spelling and phonics from their baseline assessments especially those on the FSM and ALN register.</p> <p>Most teaching of basic skills in Literacy is at least good in Literacy, where there is underperformance, support will be provided and best practice shared.</p> <p>Most intervention sessions are at least good if not better and pupils on FSM make good progress from their starting points.</p>
<p>To plan, deliver and review a programme for FSM and ALN parents to enhance family wellbeing, attendance and punctuality.</p>	<p>Most Identified services agree to work with the Federation and provide bespoke support to our parents.</p> <p>Most parents of FSM and ALN pupils are identified and attend most sessions.</p> <p>Nearly all identified FSM and ALN pupils' attendance and or punctuality improves.</p>
<p>To collaboratively develop and implement a pupil wellbeing charter that reflects the voices of pupils, staff and the wider school community, promoting a shared commitment to emotional, social and mental wellbeing.</p>	<p>A co-constructed pupil wellbeing charter is published and shared with stakeholders.</p> <p>Most pupils demonstrate understanding of the charter through engagement in wellbeing activities and discussions.</p> <p>All staff consistently refer to and embed the charter in daily school/Federation life and classroom practice.</p> <p>Positive impact on pupil wellbeing and attendance is evidenced through MER activities.</p>

### Activity in this academic year

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

Our Federation's improvement targets for 25-26 are designed to ensure that every pupil, regardless of background, has the opportunity to thrive. By focusing on high-quality teaching in maths and literacy, embedding inclusive practices such as the Concrete, Pictorial and Abstract (CPA) approach and Helpwr Heddiw, and strengthening formative feedback, we are raising standards for all learners. Targeted support for pupils with additional learning needs, robust use of data to monitor progress, and a commitment to timely, accurate ALN paperwork ensure that no child is left behind.

We are also prioritising wellbeing through the development of a Pupil Wellbeing Charter and daily nurture activities, while engaging families with programmes to boost attendance, punctuality, and family wellbeing. By promoting respect for diversity and improving the consistency and inclusivity of classroom provision, we are creating a supportive environment where all pupils can succeed. These actions, underpinned by evidence-based approaches and strong community partnerships, will help us close the attainment gap and ensure equity of opportunity for every child in our Federation.

## Learning and teaching

Cefn Primary School		Craig Yr Hesg Primary School
Budgeted Cost: £54,950		Budgeted Cost: £44,950
Activity	Evidence that supports this approach	
To improve pupils' basic literacy skills with an emphasis on reading, phonics and spelling.	<p>To explore professional learning around phonics and basic literacy skills to reduce the gap between groups of learners (FSM, ALN, CP, gender etc).</p> <p>To identify high quality resources to support pupils learning and staffs teaching and interventions.</p> <p>To carry out regular MER activities to identify best practice and areas for development and rates of progress.</p> <p>AOLE Leader to analyse data with data team to identify strengths, and areas for development to plan ways forward and gaps between vulnerable groups of learners. (FSM, ALN, CP, gender etc).</p> <p>To work with external professionals to support ways to improve identified pupils' basic literacy skills (FSM, ALN, CP, gender etc).</p>	
To further develop the concrete, Pictorial and Abstract approach to the teaching of maths across the Federation.	<p>All staff to complete professional learning to deepen their knowledge and understanding of the CPA approach (sharing of best practice through planning for opportunities).</p> <p>All staff to plan for opportunities to use the CPA approach effectively, using the appropriate resources both within lessons and continuous provision (P1 &amp; 2).</p> <p>Maths lead to undertake a listening to learners and a learning walk to monitor the effectiveness of the approach and progress of learners particularly with (FSM, ALN, CP, gender etc).</p> <p>Staff to moderate and standardise best practise both internally and externally.</p> <p>Staff to observe one another teach within progression steps to view best practise and standardise practise across the Federation.</p>	

<p>To improve staffs' ability to effectively use data and information to monitor and measure pupil, cohort, school and Federation performance.</p>	<p>100% of teaching staff attend at least one workshop per term on data and demonstrate an increased knowledge of data and its uses.</p> <p>Nearly all staff demonstrate improved confidence and proficiency in using data and can use it to identify strengths and areas for development.</p> <p>All identified staff can accurately use data and information to hold rigorous and robust pupil progress meetings. Pupil reports are accurate and reflect the pupil's progress especially those with FSM, ALN, CP, gender.</p> <p>All staff are given the opportunity to feedback their evaluative data reports are accurate and clearly identify trends in pupil achievement and progress.</p>
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**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Cefn Primary School	Craig Yr Hesg Primary School
Budgeted Cost £30,750	Budgeted Cost Craig Yr Hesg: 29,450

Activity	Evidence that supports this approach
<p>To plan, deliver and review a programme for parents to enhance family wellbeing, attendance and punctuality.</p>	<p>EHT and ALNCO to identify and meet with appropriate external agencies to support the project.</p> <p>EHT and ALNCO to generate family nomination system where all staff and all families have opportunity to participate in (via questionnaire).</p> <p>EHT and ALNCO to identify families and target workshops according to need (invite families) FSM, ALN, Attendance, ACE's.</p>
<p>To ensure all staff take a collective responsibility for the timely accurate and consistent completion of Vulnerable pupils paperwork to ensure high quality support for pupils with vulnerabilities.</p>	<p>ALNCO to provide and broker training for all staff on the Federations processes and expectations for vulnerable groups of learners.</p> <p>SLT to assign clear roles, responsibilities, templates and timelines for paperwork completion.</p> <p>SLT and ALNCO to Implement a tracking system to monitor paperwork progress and deadlines.</p> <p>Schedule regular check-ins with ALNCo to support staff and address challenges.</p> <p>Ensure that staff are aware of their pupils progress in their classes including FSM, ALN, CP, gender etc</p>

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

Cefn Primary School		Craig Yr Hesg Primary School
Budgeted Cost £5,600		Budgeted Cost Craig Yr Hesg: 5,900
Activity	Evidence that supports this approach	
To collaboratively develop and implement a pupil wellbeing charter that reflects the voices of pupils, staff and the wider school community, promoting a shared commitment to emotional, social and mental wellbeing.	Establish a working group including pupils, staff, and parents to co-design the charter.  Conduct pupil voice activities (e.g., surveys, circle time, focus groups) to gather ideas and priorities.  Draft, review, and finalise the charter with input from all stakeholders.  Launch the charter through assemblies, displays, and classroom activities.  Integrate the charter into school policies, PSHE curriculum, and behaviour expectations.	

Total budgeted cost Cefn: £91,300	Total budgeted cost Craig Yr Hesg: £80,300
Total budget allocated: £83,950	Total budget allocated: £79,350
-£7,350	-£1,150

## 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 2024 to 2025 academic year.

Activity	Impact
To improve pupils' basic <u>literacy</u> skills in order to apply them successfully across the curriculum.	<p>The new AOLE leader was provided with coaching and mentoring time to work 1:1 with recognised external literacy consultants and SLT members to develop:</p> <ul style="list-style-type: none"> <li>• *Literature progression maps</li> <li>• *Progression chains</li> <li>• *Strategic literacy overview.</li> <li>• *MER activities and outcomes</li> <li>• *FIP Targets and Self Evaluation activities</li> </ul> <p>As a result of this the AOLE leader reports that they are far more confident in leading literacy and this is evident in the improvement of pupil's literacy skills across the Federation.</p> <p><b>All</b> staff have taken participated in high quality literacy development training this included 're-launching' the Federations writing journey, how to structure a sentence. As a result, <b>most</b> staff are implementing the writing journey structure into their lessons which therefore has ensured coverage of genres across the school year.</p> <p><b>All</b> now use the agreed journey of writing which is bespoke to the Federation and its pupils. As a result, there has been a progression within writing across the Federation, many pupils including those who are disadvantaged are now able to structure a sentence and verbalise their learning.</p> <p>Book looks across the academic year have indicated that <b>most</b> staff are effectively following the outline of the agreed Federation Writing Journey. <b>Most</b> staff are including the agreed oracy strategies chosen by all staff in the Fern</p>

	<p>Federation and as a result <b>a majority</b> of books evidenced effective sentence level work. <b>Many</b> books across the federation demonstrated valuable opportunities to develop word level progress.</p>
<p>To improve, support and enhance staff and pupils' wellbeing across the Federation.</p>	<p>Each term stakeholders are given the opportunity to feedback their views, thoughts and opinions on how the federation is doing via an anonymous google form very few parents use this to feedback to the Federation. Post parent consultation parents were given the opportunity to feedback their views as to how purposeful and informative the meetings were there were in total <b>45</b> responses out of a possible <b>289</b> meaning that the response rate was <b>15.5%</b>. Overall satisfaction rate out of <b>5</b> for the meetings were <b>4.9</b>. Meaning of the respondents <b>nearly all</b> parents who did respond were completely satisfied with their experience. Suggestions for improvement were increase the number of days the meetings are held over, increase the timings of the meetings, to see the pupil's book (this seemed to be an anomaly) other comments made where they were pleased with how well the staff knew their children, glad phone calls are an option for those who cannot make meetings and are working parents and loved seeing their children's work in books</p> <p><b>All</b> Staff received wellbeing training during the academic year from Angharad Williams a staff Wellbeing Advisor from education support, all staff expressed points where they are stressed and most happy.</p> <p><b>All</b> staff agreed that developing a work life balance was necessary-as a result we identified the need for a staff wellbeing charter. The SLT created a staff wellbeing survey and from these results and discussions a wellbeing charter was created to support staff, <b>however</b> this now needs to be embedded during the 25-26 academic year.</p> <p>A Pupil wellbeing survey was created by the Federation using Microsoft Forms instead of using PASS. Content included happiness and safety in a range of settings, as well as future aspirations, based upon conversations with key accountability stakeholders. Results showed that pupils were spending on average 6.26 minutes to complete (compared to 25-30 minutes with PASS). Progression Step 1 results indicated that <b>most</b> pupils feel happy and safe at both school and home. While pupils felt safe in the community, the average score was lower than at school or home. The <b>minority</b> of pupils who indicated that they were not happy did had already been identified through teacher observations, Boxall scores and were already in receipt of either Universal or Accelerated Learning Provision for their social and emotional development. <b>Most</b> pupils indicated either a family member or teacher as a trusted person, if not both. A <b>very few</b> pupils indicated that they felt the police was their most trusted help source. A doctor was the most popular career choice (19%) <b>However</b> as a Federation we need to provide all pupils with weekly circle time activities and lessons.</p>
<p>To improve the quality of staff's feedback to pupils and pupils' responses.</p>	<p>The Executive Headteacher (EHT) and Head of School (HoS) met with Professor Judy Robertson from Edinburgh University to explore using AI to enhance staff feedback to pupils. This initiative is in its early stages and part of an ongoing Insider enquiry.</p> <p>Pupils in Year 2 and 3 across the Federation trialled 'Fern Feedback' in their enhanced and continuous provision. This tool helped learners reflect on their learning and confidence. Nearly all pupils accessed it weekly; about half used it independently, whilst the rest needed adult support. A new stamp system was trialled and proved successful in ensuring its consistent use. Most pupils are aware of the feedback area and use it weekly, though many disadvantaged pupils needed vocabulary support.</p> <p>Year 4/5 pupils across the Federation trialled the use of a consensus map every Friday to reflect on their learning in Literacy, Numeracy, Topic, and DCF. This has encouraged many pupils' to be active participants in their learning and improved</p>

	<p>metacognition. The consensus aspect will be refined to further develop these skills.</p> <p>Book looks across the academic year indicate that in most classes' standards are at least good. <i>However</i>, the continued focus remains on ensuring that staffs written feedback is purposeful and promotes their next steps.</p> <p>All staff agreed to the new report format. Parents were asked for feedback about the reports 95% indicated that they liked and preferred the new pupil reports, 95% of parents reported that the reports accurately represented their child and their abilities</p>
<p>Continue to ensure that staff at all levels understand the importance of their leadership work and how it links to overall vision for the Federations improvement particularly in their self-evaluation and monitoring role.</p>	<p>Within the FIP, SER and MER activities there are clear roles and responsibilities identified, <b>all</b> staff know and understand their roles and responsibilities within it. The SLT have created a FIP poster that has made it more accessible to <b>all</b> staff, governors, pupils, and parents. <b>All</b> staff have been given time during professional learning workshops to contribute to self-evaluation and through surveys etc as are all other stakeholders. As a result, the Federations self-evaluation is <b>accurate</b> and <b>honest</b> and reflects the strengths and needs of the school.</p> <p>Estyn implemented a new inspection Framework this academic year as a result the Federation was reactive to this change and created a new self-evaluation document that is interactive and allows all relevant staff to contribute too. This is at early stages and needs to be refined over the forthcoming year with teams assigned to key aspects. <b>However</b> we now need to embed this self-evaluation document and ensure all staff are participants in the new self-evaluation process.</p> <p>Pupil progress Meetings have been refined, and our PPM packs have become far more purposeful, accurate and reflective of the pupils needs, using attainment and progress quadrants has focused the conversations and allowed for staff to have a better understanding of the data spreadsheets. These quadrants have also been used to inform the assessment section of our new reporting to parents (termly). The Federation is trialling presenting cohort data as a poster to make data more accessible to a wide range of stakeholders.</p> <p><b>However</b>, data is completed by a minority of staff and this needs to be expanded to include all staff as and where necessary and appropriate to ensure ownership of the data and information.</p>

## 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
<p>The delivery of high-quality sports coaching and delivery covering a wide range of sporting activities:</p> <ul style="list-style-type: none"> <li>• Golf</li> <li>• Cricket</li> <li>• Multisport skills</li> <li>• Rugby</li> <li>• Football</li> <li>• Athletics</li> <li>• Basketball</li> </ul> <p>These were provided during curriculum time, lunchtime clubs and extra-curricular clubs for pupils from reception to Year 6.</p>	<p>Playsports</p>

<p>The Federation has trained identified staff in the Early Years Literacy Programme which is designed to improve our pupil's early language and literacy skills.</p> <p>It provides our pupils with targeted support for developing secure language and literacy skills especially for our most disadvantaged pupils and ensures that literacy will not be a barrier for them.</p> <p>It also allows staff to work collaboratively to share best practice and build capacity across the Federation.</p>	EYLP
<p>The Nurture Network UK has provided the Federation with support to embed nurturing approaches for children's social, emotional and mental health. This work is based on the six principles of nurture and includes training, resources and accreditation for schools if they so wish.</p>	Nurture Network UK
<p>This assessment tool is teacher led that helps staff identify the social, emotional and mental health needs of pupils across our Federation. The assessment tool consists of two checklists (developmental and diagnostic) that provides staff with a detailed picture of a child's strengths and areas for development. It also provides staff with tailored support plans for our pupils and a way to monitor the impact of these interventions over time providing clear evidence of progress for individuals and groups.</p>	Boxall
<p>The teaching of violin lessons for all pupils throughout the year. The Federation provides curriculum lessons and pays for identified pupils to have small group sessions and 1:1 tutorials.</p>	RCT Music services

## 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.

- Investment in staff professional learning provided internally and externally to ensure staff are highly trained and are making a difference in the classroom.
- SLT attend professional learning around supporting our most vulnerable learners and what we can do to support and implement that will reduce the gap, this includes looking at an affordability plan for the year.
- Amended our school uniform policy to ensure that costs are kept to a minimum and school logos are not expected to be worn.
- Pre-loved uniforms are available for free
- Purchase Federation hoodies for all year 6 pupils.
- Fundraise throughout the year to reduce costs of school trips and residential.
- Removal of a Christmas fete to a family craft day which gives families the option to donate rather than spend money unnecessarily before Christmas.
- Co-construction with cluster on accessible reports to parents/families that are easy to read and are bespoke to the child and their progress.
- Parent teacher meetings are flexible and can be completed face-to-face, online, or via telephone call.
- Building relationships with our pre-school settings (flying start, childminders etc) and invite them to sports days, easter egg hunts etc to establish connections and support before they start in the Federation.

- Running of clubs over the holiday including sports and Food and Fun.
- Successful in our bid to get free fruit for every child during certain terms of the academic year.
- Creation of a tracking system to ensure vulnerable pupils are tracked and monitored half termly.