Pupil Development Grant School Statement

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.

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	CCYD
Number of learners in school	Yr 7-13 1310 Yr 7-11 1176
Proportion (%) of PDG eligible learners	27% Year 7 to 13 30% Year 7 to 11
Date this statement was published	October 2025
Date on which it will be reviewed	February and September 2026
Statement authorised by	T. Wellington
PDG Lead	C. Pope
Governor Lead	H. Griffiths

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 400,200. (financial year)

Part A: Strategy Plan

Statement of intent

Our ultimate objective is to make a positive impact on our eFSM learners by providing support so that all eFSM learners reach their potential, resulting in the gap between eFSM and non eFSM attainment narrowing. *eFSM learners will be identified and shared with all staff and working collaboratively with a RADY approach, CCYD will ensure provision will be tracked, monitored and evaluated across the year.* *In order to achieve this we are committed to working towards ensuring each eFSM learner has:* ● *a literacy score in line with their chronological age so that they are able to engage with the full curriculum.* ● *a numeracy score in line with their chronological age so that they are able to engage in numeracy across the curriculum.* ● *access to a curriculum that is designed to deliver high quality learning and teaching.* ● *access to bespoke wellbeing/pastoral/emotional/mentoring support.* ● *support to enable them to reach excellent attendance.* ● *access to enrichment activities such as clubs and curriculum trips.* ● *parental/carer support with poverty - such as the purchase of equipment and uniform.* *The strategies employed as set out in the plan below are included in our School Improvement Plan and are monitored and evaluated three times per year.* *The plan addresses High-quality Learning and Teaching and the development of Community Focused Schools. It links to the National Mission and will also benefit learners from other low income households.*

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
Improved Literacy provision and outcomes for eFSM learners.	Improved outcomes in Welsh Government Literacy Personalised assessments and No More Marking scores.
Improved Numeracy provision and outcomes for eFSM learners.	Improved outcomes in Numeracy post intervention assessments and Welsh Government Numeracy Personalised Assessments.
Improved core subject attainment outcomes for eFSM learners.	Analysis of data (including examination results) showing a closing of the gap between eFSM learners and non eFSM

	learners when compared to previous end of year data and/or national statistics.
Improved provision for learner wellbeing, emotional support and alternative curriculum for eFSM learners.	Improved outcomes for disadvantaged (eFSM) learners via alternative curriculum. Improved attendance of disadvantaged (eFSM) learners. Disadvantaged (eFSM) attendance gap narrows. Improved provision for emotional support and guidance for eFSM learners. Improved access to extra curricular activities for eFSM learners. Improved engagement in education for eFSM learners. Improved eFSM family engagement in all aspects of learning and wider school life.

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: **Total = £189,115**

Activity	Evidence that supports this approach
Literacy intervention support worker	Learner outcomes on entry from primary school, KS3 learner outcomes in Welsh Government Literacy Personalised assessments (2025 standardised score gap of 4.8)
Numeracy intervention support worker	Learner outcomes on entry from primary school, KS3 learner outcomes in Welsh Government Numeracy Personalised assessments. (2025 standardised score gap of 6.4P and 6.3R)
Librarian/reading intervention	Learner outcomes on entry from primary school. KS3 learner outcomes in Personalised Assessments and No More Marking
Maths, English and Science Teachers	KS4 outcomes continue to show a gap in the Capped 9 score. 2025 was 349.6 v 285.6. *(When including all learners). Extra teachers will support smaller class sizes which will enable the eFSM learners to have more support in lessons.

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

Budgeted cost: **£105,801**

Activity	Evidence that supports this approach
Pupil support officer - increase eFSM family engagement	Pastoral team feedback. Attendance registers show that efsm parents/carers are more likely not to attend parents evenings.
Pastoral Leaders TLR costs - increased support for eFSM learners	Identified that eFSM learners are more likely to be on a reduced/alternative timetable and in need of bespoke learning activities, additional qualifications, alternative curriculum options, home tuition and additional support to achieve their full potential. Identified a need to engage eFSM learners and their parents/carers in learning activities through mentoring due to the eFSM outcomes gap.

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

Budgeted cost: **£113,157**

Activity	Evidence that supports this approach
Phoenix Wellbeing Pupil Support Officer	Pastoral team feedback. Provide increased opportunities to promote and engage eFSM learners in attending school and completing qualifications.
Pupil Support Officer - Attendance	eFSM attendance levels continue to show a gap. eFSM/CEC learners to be a priority for interventions and phone calls.
Pupil Support Officer - Emotional Support (Thrive Intervention)	Increased number of referrals for emotional support. Emotional support needs of eFSM learners.
Ensure all eFSM learners have access to materials and equipment required to engage in learning.	Cost of living increase (Bevan foundation research) Parent/carer use of ‘giveusashout’ email address requesting food. Lack of basic equipment in examinations and lessons. Lack of learners with replacement uniform such as tights and shoes.

Total budgeted cost: **£408,073**