

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2025-26 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	Saundersfoot
Number of learners in school	160
Proportion (%) of PDG eligible learners	5
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	
PDG Lead	N Allen
Governor Lead	J Griffiths

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£15, 120
Total budget for this academic year	£

Part A: Strategy Plan

Statement of intent

- At Saundersfoot CP School, we remain committed to ensuring that every child—regardless of their background or circumstances—has the opportunity to thrive academically, socially, and emotionally. Through our Pupil Development Grant (PDG) strategy, we continue to focus on removing barriers to learning and narrowing the attainment gap for disadvantaged learners.
- This year, our PDG initiatives will prioritise:
- **Targeted support** to raise literacy and numeracy outcomes.
- **Well-being and mental health provision** to foster resilience and emotional readiness for learning.
- **Inclusive enrichment opportunities** that broaden horizons and nurture aspirations.
- Our overarching goal is to empower every pupil with the skills, confidence, and curiosity needed to succeed in school and beyond. We aim to cultivate a lifelong love of learning, promote positive well-being, and prepare our learners to engage meaningfully with an ever-changing world.
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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
<p>Our aim is to reduce the impact of socio-economic disadvantage on pupil progress and achievement. To achieve this, we will:</p> <ul style="list-style-type: none"> • Provide targeted curriculum and well-being support to address individual learning needs and promote emotional resilience. • Ensure access to musical tuition, enriching the curriculum and supporting pupil engagement and confidence. • Increase the pupil-to-support staff ratio, enabling more personalised interventions and fostering stronger relationships that support learning and well-being. 	<ul style="list-style-type: none"> • Identified pupils receive timely and targeted support, enabling them to make expected or better than expected progress in core areas. • Pupils demonstrate improved readiness for learning, settling into school routines more quickly and confidently. • Well-being concerns are addressed promptly, with appropriate interventions in place to support emotional and social development. • Staff report increased engagement and resilience among supported pupils, contributing to a more inclusive and nurturing learning environment.

Literacy support programme – Lexia and Nessie.	Every identified pupil in each year group to attain at least expected level.

Activity in this academic year

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

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Learning and teaching

Activity	Evidence that supports this approach
Improve intervention for pupils to ensure all identified FSM/ALN pupils are making maximum progress.	<p>Pupil Progress Data</p> <ul style="list-style-type: none"> Tracking systems showing progress in literacy, numeracy, and other core subjects. Evidence of accelerated progress following targeted interventions. <p>2. Well-being and Engagement Measures</p> <ul style="list-style-type: none"> Pupil well-being surveys or emotional literacy check-ins showing improvements. Records of reduced behavioural incidents or increased participation in class. Attendance data showing improved school engagement.

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

Activity	Evidence that supports this approach

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

Activity	Evidence that supports this approach
<p>Enable staff to Implement a structured coaching approach to involve students in the feedback from National Test data and the co-creation of certain aspects of the curriculum, allowing them to further contribute ideas and preferences to enhance their engagement and sense of ownership in their learning.</p>	<p>1:1 coaching sessions held termly.</p> <p>Assessment and Progress Tracking</p> <ul style="list-style-type: none"> • Comparative data showing improved pupil outcomes linked to increased engagement. • Evidence of pupils using feedback to set goals and monitor their own progress. • Increased participation in self- and peer-assessment activities.

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>Curriculum design and the roll of Pupil voice in the curriculum</p>	<p>Cath Delve bespoke support and school development.</p>