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	150
Proportion (%) of PDG eligible learners	5
Date this statement was published	Autumn Term 2026
Date on which it will be reviewed	Summer 2027
Statement authorised by	
PDG Lead	N Allen
Governor Lead	J Griffiths

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£17, 644
Total budget for this academic year	£

Part A: Strategy Plan

Statement of intent

- At Saundersfoot C.P. School, we are committed to ensuring that every child has the opportunity to flourish, regardless of background or personal circumstances. The Pupil Development Grant (PDG) enables us to provide targeted support that helps remove barriers to learning and ensures all learners can participate fully in school life.
- Our approach is firmly rooted in the school's vision of creating a caring, inclusive, and nurturing environment where children feel safe, valued, and ready to learn. This commitment was recognised by Estyn in 2026, which identified the school's strong culture of well-being as a significant strength and highlighted the positive relationships that exist between staff, pupils, families, and the wider community
- **Well-being and Emotional Support**
- We will continue to strengthen the nurturing provision that supports pupils' emotional health, resilience, confidence, and readiness to learn. Through targeted interventions, personalised support, coaching approaches, and close partnership with families, we aim to ensure that all pupils develop the skills needed to manage challenges successfully and engage positively in learning
- **Raising Achievement Through Targeted Support**
- We will provide additional support to accelerate progress in literacy and numeracy through carefully planned interventions, high-quality teaching, and evidence-based programmes such as Lexia and Nessy. Support will be tailored to individual needs and monitored regularly to ensure pupils make strong progress
- **Inclusion, Aspiration and Enrichment**
- We will ensure that all learners are able to access the full range of opportunities available within school, including educational visits, music tuition, sporting activities, pupil leadership opportunities, and wider curriculum experiences that develop confidence, ambition, and self-belief.
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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
Our aim is to reduce the impact of socio-economic disadvantage on pupil progress and achievement. To achieve this, we will: • **Raising Achievement Through Targeted Support** • We will provide additional support to accelerate progress in literacy and numeracy through carefully planned interventions, high-quality teaching,	• Identified pupils make **expected or better than expected progress** in literacy and numeracy from their individual starting points. • Pupils participating in Lexia and Nessy demonstrate measurable improvements in reading accuracy, comprehension, spelling, and language skills.

and evidence-based programmes such as Lexia and Nessy. Support will be tailored to individual needs and monitored regularly to ensure pupils make strong progress •	• The majority of identified pupils attain at least age-related expectations by the end of the academic year. • Intervention data demonstrates accelerated progress for targeted learners. • Pupils show improved confidence, engagement, and resilience in their learning. • Attendance and readiness to learn improve for identified pupils where these have previously been barriers to achievement. • Well-being concerns are identified early and addressed through appropriate interventions and support. • Staff, pupil voice, and parental feedback indicate that targeted support has had a positive impact on learning, well-being, and engagement. • The attainment gap between disadvantaged learners and their peers continues to narrow • interventions in place to support
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

Learning and teaching

Activity	Evidence that supports this approach
Develop and deliver a bespoke nurture provision that supports pupils' emotional well-being, self-regulation, and confidence,	**Pupil Progress and Attainment Data** • Tracking systems demonstrate progress in literacy, numeracy, and wider curriculum areas. • Evidence of accelerated progress following targeted academic and well-being interventions. • Regular pupil progress reviews identify the impact of support and inform

enabling them to engage positively in lessons, sustain participation in learning, and achieve their individual potential.	next steps. **Well-being and Engagement Measures** • Pupil well-being surveys and emotional literacy assessments demonstrate improved confidence, resilience, and emotional regulation. • Increased pupil engagement in learning, enrichment activities, and wider school life. • Reduced behavioural incidents and improved readiness to learn. • Attendance and punctuality data show improved engagement with school. **Pupil and Family Voice** • Pupil feedback indicates that learners feel safe, supported, and confident in school. • Parent and carer feedback demonstrates positive impact on learners' well-being and engagement. **Staff Evaluation** • Staff report improvements in pupils' confidence, resilience, relationships, and participation in learning. • Intervention records demonstrate that targeted support effectively removes barriers to learning and improves outcomes.

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
Establish a weekly Friday Afternoon Enrichment Programme that draws upon the skills and expertise of parents, carers, community groups, and local businesses to deliver engaging experiences that broaden horizons, develop life skills, strengthen community connections, and raise aspirations for all learners.	**Family and Community Engagement** • Increased participation of parents, carers, and community members in school activities. • Positive feedback from families regarding opportunities to engage with school life and contribute to children's learning. • Growth in the number and range of community partnerships established. **Pupil Engagement and Well-being** • Pupil voice surveys indicate high levels of enjoyment, motivation, and engagement in enrichment activities. • Pupils demonstrate increased confidence, resilience, teamwork, and communication skills. • Improved attendance and engagement, particularly for targeted learners.

	Curriculum and Skills Development • Learners acquire new skills and experiences linked to local employment, creativity, sport, and lifelong learning. • Increased awareness of future opportunities, hobbies, interests, and career pathways. • Evidence of pupils applying skills learned during enrichment sessions within other areas of the curriculum. **Community Focused Schools Outcomes** • Stronger partnerships between school, families, and the wider community. • Curriculum experiences that reflect local needs, interests, heritage, and expertise. • Increased collaboration with community organisations, local businesses, sports clubs, and specialist providers.

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

Activity	Evidence that supports this approach

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
Curriculum design and development of the outdoor environment	Cath Delve bespoke support and school development.