Roch CP School

School Development Plan + PIAP 2026-27

Signed :	Headteacher Joanne Hinds		Chair of Governing Body Mr Jamie Adams

Contents

Our School	Our School Context
	General Information
Finance	Resources and sources of available funding available
Priorities & Targets	Priority Areas : 2026-27
	Overview of Professional Development Planned for 2026-27

School Context September 2026

Roch Community Primary School is situated between Haverfordwest and St Davids in the small, rural village of Roch. The school was opened in 1973. The original school building was extended about 12 years ago to include two new classrooms.

Pupils who attend the school come from a large rural catchment area that is neither economically or socially disadvantaged. In September 2026 the school had 116 pupils on roll, split into 4 mixed year classes.

The previous head teacher had been in post since Sept 2024. The deputy head took up her post in September 2016. The current headteacher has been in place since September 26.

The school was last inspected in May 2026 and was not placed in any follow up category.

Year 6 pupils either transfer to Haverfordwest High School or Ysgol Penrhyn Dewi.

General Information (from Sept 2024)

Full Name of School	WG No	WG Lang	Address
Roch Community School	2273	E medium	Roch, Haverfordwest, Pembrokeshire. SA62 6JU

Phone	e-mail	Website
01437 710517	head.roch@pembrokeshire.gov.uk admin.roch@pembrokeshire.gov.uk	rochschool.org

Classes and members of staff (full time unless indicated)			Number of pupils									
Class	**Teachers**	**Support Staff**	**NPT**	**NFT**	**Rec**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**	**Total**
Enfys Nursery & Rec, year 1	Kirsty MacDougall -Williams 0.88 Miss Hanna Middlemist 0.2	Michelle Day LSA Ellie Pinson-Harries LSA	4		10	16						**30**
Coch Yr 2 & 3	Mrs Angharad Rees-Davies 0.6	Clemmie Llewellin-James LSA					12	14				**26**
Glas Yr 4 & 5	Miss Sioned Raymond	Emily Coucerio LSA							17	13		**30**
Gwyrdd Yr 5 & 6	Miss Danni Moszoro	Nansi Jenkins HLTA 1:2:1								7	23	**30**
Nurture Provision	Mrs Jan Luke HLTA (4 Days) Mrs Helen Moores (HLTA)	Mrs Tina Bennett Mrs Nerys Davies										
		Total in each year	**4**		**10**	**16**	**12**	**14**	**17**	**20**	**23**	**116**

Staffing	Teachers	In class Support	Admin	Caretaking	Cleaning	Lunchtime	Kitchen
No. of Staff	5	5 class LSAs 2 1 : 1 LSAs	One Secretarial/finance 4 days	1	1	4	2

Pupils

Speak Welsh at home	English as Additional Lang	Pupils with School Based IDPs	Pupils with LA IDPs	Eligible for FSM	Looked after by local authority
0%	1.5%	3.97%	3.17%	5.56% Fsm	0%

School Staff (full time unless indicated)	Roles & Responsibilities
Teachers	
Mrs Joanne Hinds	Headteacher 0.4
Miss.Danni Moszoro (Deputy Head)	Class Teacher Dosbarth Gwyrdd (Year 5/6) Humanities & LLC
Miss Sioned Raymond	Class Teacher Dosbarth Glas (Year 4/5) – Science and Tech/DCF- M&N
Mrs Angharad Rees-Davies (0.66)	Class Teacher Dosbarth Coch (Year 2 + 3) Welsh second language co-ordinator
Miss Kirsty MacDougall –Williams 0.88 Mrs. Hannah Middlemist 0.2	Class Teacher Dosbarth Enfys (Nursery, Reception + Year 1) Health & Well Being Co-ordinator Healthy Schools Lead
LSA's	
Mrs. Michelle Day	In class support
Mrs. Ellie Pinson – Harries	In class support
Mrs Clemmie Llewellin-James LSA	In class support
Mrs Emily Couceiro 0.8	In class support/intervention LSA
Mrs Jan Luke 0.8	ELSA support and Nurture group lead
Miss Nansi Jenkins	HLTA/LSA 1:2:1 support
Mrs Tina Bennett	Nurture support
Support Staff	
Mrs. Rhoda Weale 0.8	Clerical & Finance admin
Mrs. Michelle Day	LTS

Mrs Tina Bennett	LTS
Mrs. Nerys Davies	LTS
Mrs. Helen James	LTS
Mrs Lucie Bedford Stockwell	Breakfast Club/Class support
Mr Ian Middlemist	Caretaker
Mrs Panna Hussain	Cleaner

Priority	Our Priority Areas Year 2: 2026-27
1a	**LLC English:** To improve the quality, structure and clarity of pupils' extended writing across the curriculum by developing consistent and progressive approaches to a range of writing genres.
	LLC English: To address identified weaknesses in early phonics by embedding effective, systematic approaches to phonological awareness and decoding, and to build on this foundation through the progressive development of spelling knowledge and accuracy across all later years.
2	**Maths and Numeracy** To improve learners' problem-solving and reasoning skills by embedding the Concrete–Pictorial–Abstract (CPA) approach across the school, ensuring a deeper conceptual understanding.
3.	**Curriculum for Wales** Strengthen the curriculum to ensure that it develops pupils' knowledge and skills systematically and progressively across all areas of learning and experience
4.	**Attendance** To reduce the proportion of pupils who are persistently absent (below 90% attendance) through targeted, inclusive and effective attendance strategies.

Support and monitoring will take form of talking with teachers, short class observations, listening to learners, looking at children's work and displays, learning walks, and occasionally looking at data.

Estyn Recommendations

R1 Strengthen the curriculum to ensure that it develops pupils' knowledge and skills systematically and progressively across all areas of learning and experience

R2 Improve pupils' phonics and writing skills

R3 Reduce the proportion of pupils who are persistently absent

Priority 1 **By the end of July 2027, we aim to:** To improve the quality, structure and clarity of pupils' extended writing across the curriculum by developing consistent and progressive approaches to a range of writing genres.	**Teacher lead: Danni Moszoro** **Link Governor: Karen Loo**

Source of priority and evidence: ESTYN recommendation 2: Improve pupils' phonics and writing skills.
Self-evaluation of pupils' writing skills

Planned actions to meet the priority	Responsibility	Dates	Resources	Cost	Support & Monitoring	Aut	Spr	Sum
Writing Sprints	DM Lead All Staff	Autumn term	N/A	N/A				
Comparative judgement of in-house writing moderation activity	DM Lead All Staff	Autumn term	N/A	Staff meeting time				
Develop a whole-school progression map for writing genres	DM Lead All Staff	Autumn term	N/A	Supply				
Agree non-negotiables for extended writing expectations in each year group	DM Lead All Staff	Autumn term	N/A	N/A				
Provide regular opportunities for deliberate extended writing in different subjects	DM Lead All Staff	Autumn term	N/A	N/A				
Use of Success criteria to support writing at length	DM Lead All Staff	Autumn term	N/A	N/A				

Priority 1b **By the end of July 2026, we aim to:** To address identified weaknesses in early phonics by embedding effective, systematic approaches to phonological awareness and decoding, and to build on this foundation through the progressive development of spelling knowledge and accuracy across all later years.	**Teacher lead: Danni Moszoro** **Link Governor: Karen Loo**
Source of priority and evidence: ESTYN Recommendation 2: Improve pupils' phonics and writing skills.	

Planned actions to meet the priority	**Responsibility**	**Dates**	**Resources**	**Cost**	**Support & Monitoring**	**RAG**		
						Aut	**Spr**	**Sum**
Procurement of 'Monster Phonics' scheme + Additional resources Staff Training for Phonics scheme for all staff	DM Lead All Staff	Sept - ongoing	Monster Phonics scheme resources. Online resources	4,324.99 (4145.19 – Grant funded by LA Phonics programme)				
Develop regular M Ph testing Timetable ½ termly	DM Lead All Staff	Half termly from Sept 26	Online test					
Structured Timetable for teaching of phonics/spelling across the school	DM Lead	Daily from Sept 26	N/A					

Introduce M Ph spelling programme for year 3 - 6	DM Lead	Weekly from Sept 26	Monster Phonics scheme resources. Online resources	Grant funded				
Introduce handwriting with M Ph spelling	DM Lead All Staff	Weekly from Sept 26	Monster Phonics scheme resources. Online resources	Grant funded				

Planned actions to meet the priority 1 aims (Welsh)	**Responsibility**	**Dates**	**Resources**	**Cost**	**Monitoring**	**RAG**		
						Aut	**Spr**	**Sum**
Tric a Chlic	A R-D lead							

Priority 2 – Maths and Numeracy **By the end of July 2026, we aim to:** To improve learners' mathematical proficiency by embedding the Concrete–Pictorial–Abstract (CPA) approach across the school, ensuring a deeper conceptual understanding and stronger problem-solving and reasoning skills.	**Teacher lead: Sioned Raymond / Jo Hinds** **Link Governor: Alex Peach**
Source of priority and evidence: Pupil questionnaires, Teacher assessments, personalised assessments	

Planned actions to meet the priority	**Responsibility**	**Dates**	**Resources**	**Cost**	**Support & Monitoring**	**RAG**		
						Aut	**Spr**	**Sum**
Curriculum lead to collaborate on the Primed for success programme with LA colleagues.	SR	Ongoing	Training	Supply Cover				
Lesson Studies to share good practice of **CPA/ R&PS** skills	SR	Ongoing		Supply Cover				
Audit of resources for procurement of manipulatives to deliver CPA approach	Whole staff	Ongoing		Cost of additional resources				
Parental support workshops for CPA approach/supporting learners at home.	SR/JH	Ongoing		Supply Cover				
Develop Reasoning and Problem Solving skills: • Develop whole school approach using RUCSAC method to support reasoning and problem solving in subject.	Whole Staff	Ongoing		N/A				

• Classroom Displays/Working wall using RUCSAC method. • Evidence of RUCSAC lessons/resources during book look.								
Enable authentic experiences through outdoor learning to develop numeracy and consolidate skills taught discreetly. • *Monitor use of 'Missions' and how numeracy tasks are being used.* • *Link learning to outdoor learning – use of authentic experiences*	Whole staff	Ongoing		N/A				

Priority 3 **By the end of July 2027:** Strengthen the curriculum to ensure that it develops pupils' knowledge and skills systematically and progressively across all areas of learning and experience	**Teacher lead: Danni Moszoro/Jo Hinds** **Link Governor:**
Source of priority and evidence:	

Planned actions to meet the priority	**Responsibility**	**Dates**	**Resources**	**Cost**	**Monitoring**	**RAG**		
						Aut	**Spr**	**Sum**
Develop the roles of the AOLE leads	DM/JH	Autumn Term	N/A	Supply Costs				
Ensure sequencing builds from prior knowledge to new learning Align planning with progression steps and end-of-phase expectations	DM/SR	Autumn Term	Release time	Supply Costs				
Introduction of PKC Science to all staff.	SR	Autumn Term	N/A	Cost of Resource				
Teachers plan effective science lessons in line with PKC scheme	Sall staff	Autumn Term	PKC Scheme	N/A				
Effective monitoring of the planning and delivering of PKC scheme	SR	Autumn Term	Release time	Supply Cover				

Priority 4 **By the end of July 2027:** **Attendance** To reduce the proportion of pupils who are persistently absent (below 90% attendance) through targeted, inclusive and effective attendance strategies.	**Teacher lead: Jo Hinds** **Link Governor: Joy Smith**
Source of priority and evidence: Pupil Questionnaires/well-being surveys/learning walks/lesson studies/attendance data	

Planned actions to meet the priority	**Responsibility**	**Dates**	**Resources**	**Cost**	**Monitoring**	**RAG**		
						Aut	**Spr**	**Sum**
Attendance Monitors – pupils monitor class attendance weekly – promote in assembly	RW/JH	½ termly	N/A	N/A				
Promote attendance to parents via website/social media	JH	½ termly	N/A	N/A				
Regular meetings with parents of persistently absent pupils	JH	½ termly	N/A	N/A				
EWO support for persistent absentees	RW/JH	Monthly	N/A	N/A				

Available Resources & Main Grants Financial Year 2026-2

Grant	Purpose	Sum	Jan 27 Spend left
School Standards	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy • Classroom support	**62,798.07**	
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational attainment	**12,540.30**	
ALN quality and deliver (implementation)	To enable ALNCOs to have time to implement new ALN Implementation	**3,374.08**	
Professional Learning	To enable practitioners to make the required changes in school in advance of the New Curriculum in Wales.	**3,171.00**	

Curriculum for Wales Reform Funding for schools	Enable all learners, particularly those from disadvantaged backgrounds to progress and raise their aspirations to achieve their full potential.	**1,634.00**	
Total		**83,517.15**	

School Standards Grant

SDP Priority	Actions to be taken	£	RAG
1	Reading Eggs Annual Subscription	800	
	Big Maths Annual Subscription	750	
3	Mathletics Annual Subscription	1000	
3	Math seeds Annual Subscription	500	
3	Edukey Annual Subscription	500	
Total		**3550**	

PDG

SDP Priority	Actions to be taken	£	RAG
3	Happy Mind	2,269.20	
1	Lexia 2 yr Subscription	2,000	
Total		**4,269.20**	

Professional Learning Grant

SDP Priority	Member of staff	Actions to be taken	£	RAG
2	Sioned Raymond	Primed For Success Maths course		
	Attendance on courses relevant to SDP priorities as available			

PDG Plan

PDG OBJECTIVES	SDP Priority	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.	1	Pupils to access literacy/numeracy support programmes on a 1:2:1 basis. (Lexia)	The gap between reading and spelling ages of targeted pupils and their chronological age is reduced.	Used to support 50 pupils with identified literacy barriers/difficulties/ALN. Usage is increasing for Pupils in years 2/3 recently due to identified individuals who require literacy support. Very strong programme for supporting ALN – and positive links with home-school learning.		£2000
	1	In class support provision for FSM/ALN pupils for literacy/numeracy through intervention programmes	FSM pupils reach their full potential and make at least expected progress throughout each year.	EC delivers intervention programmes (SALT, Acc lit) for pupils with IDPs/ALN. 2 x pupils accessing 1:2:1 provision to meet the needs of the IDPs. Delivers in class support to year 2/3 where identified weakness in literacy.	£4,000	
	3	Targeted pupils to access regular sessions with school ELSA.	Improves pupil well-being and identified if further support required	8 pupils receiving ELSA intervention weekly. ELSA support on hand for	£4,000	

				Ad Hoc support when issues arise.		
	3	Pupils have access to programmes dedicated to supporting their emotional and mental well-being Access to the nurture provision to support well-being, mental health and learner effectiveness	eFSM children are not disadvantaged and receive emotional well-being support. Improves pupil well being and identified if further support required	School's SOW for well-being and Health and well-being AOLE. Parental support app available to support well-being at home. Supported by rewards during values assembly.		£1,340.03
	3	Supporting eFSM pupils with costs of trips/residential and additional resources to support families. Supporting families/community through engagement opportunities, i.e. reading support workshops,	eFSM children are not disadvantaged and receive support in school.	Nurture running full time and providing emotional regulation support, intervention for literacy, numeracy and physical literacy. Authentic learning experiences for pupils with significant ALN i.e. visits to shops etc.		£1,000
Total					**£1203.67**	

Priority	Developing areas of development 2027-28
1	
2	
3.	
4.	