Pupil Development Grant School Statement
Roch CP School

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	Roch School
Number of learners in school	116
Proportion (%) of PDG eligible learners	5%
Date this statement was published	Sept 26
Date on which it will be reviewed	July 27
Statement authorised by	Joanne Hinds (Acting Headteacher)
PDG Lead	Joanne Hinds
Governor Lead	Karen Loo

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£12,540.30

Total budget for this academic year	£ 621,675

Part A: Strategy Plan

Statement of intent

At Roch School, we are committed to making the best use of the Pupil Development Grant (PDG) to support pupils who may face additional challenges. Our aim is to promote wellbeing, raise achievement, and ensure that every child has the opportunity to reach their full potential.

We invest in a range of carefully planned support and enrichment opportunities that help pupils develop self-esteem, emotional resilience, confidence, and a positive attitude towards learning. Through these targeted approaches, we work to reduce barriers that can affect participation, progress, and success in school.

Our Commitment

We believe that:

- *Every pupil deserves the opportunity to succeed, regardless of their background or circumstances.*
- *Funding should be used thoughtfully and effectively, helping pupils access both learning and wider school experiences that enrich their education.*
- *Equity and inclusion are at the heart of our work, ensuring that all pupils feel valued, supported, and able to achieve their potential.*
- *Every family and child is unique, and our support is designed to respond to individual needs in a meaningful and impactful way.*

By using the PDG effectively, Roch School aims to provide learners with the support, opportunities, and encouragement they need to flourish both academically and personally. Together, we strive to create an environment where every child feels confident, included, and ready to succeed.

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
• Pupils develop improved emotional regulation, resilience and self-esteem. • Pupils demonstrate greater confidence in managing emotions and social interactions. • Reduced barriers to learning linked to emotional wellbeing needs. • Improved engagement with learning and school life. • Enhanced attendance and participation in school activities.	• Nearly all pupils receiving ELSA and nurture support demonstrate measurable improvements in wellbeing assessments and pupil voice activities. • Nearly all targeted pupils report increased confidence in managing emotions, building relationships and seeking support when needed. • Teachers report improved engagement, emotional resilience and positive learning behaviours among participating pupils. • Attendance, engagement and behaviour data show positive trends for targeted pupils. • Where additional needs are identified, timely referrals are made to appropriate support services.
• Pupils develop greater independence, self-confidence and positive attitudes towards learning. • Improved communication skills, self-regulation and engagement in classroom activities. • Reduced reliance on adult support over time. • Increased readiness to access learning opportunities alongside peers.	• Nearly all pupils supported through nurture provision make progress towards their individual wellbeing and learning targets. • Lesson observations and pupil progress reviews demonstrate increased participation, confidence and independence. • Staff observations indicate improvements in communication skills, self-esteem and learning behaviours. • Nearly all pupils engage positively with nurture activities and demonstrate improved readiness to learn. • Families report positive changes in pupils' confidence, wellbeing and engagement in school.
• Improved literacy and numeracy outcomes for targeted pupils. • Accelerated progress in reading, writing and mathematics.	• Nearly all pupils receiving intervention achieve expected or better-than-expected progress in literacy and numeracy.

• Increased confidence and independence when accessing classroom learning. • Closing of attainment gaps for vulnerable learners.	• Many pupils demonstrate a reduction in the gap between reading age and chronological age. • Nearly all pupils make progress towards individual literacy and numeracy targets. • Book scrutiny, assessment data and lesson observations demonstrate improved achievement and engagement. • Teachers report increased learner independence and reduced reliance on adult support.
• Financial barriers do not prevent pupils from accessing educational experiences. • Increased participation in educational visits, residentials and extracurricular activities. • Improved attendance through strengthened family engagement and support. • Strong partnerships between home and school to support pupil success	• Nearly all eligible pupils access available financial support where needed. • Participation rates in enrichment activities for eFSM pupils are in line with, or exceed, those of their peers. • Attendance improves for targeted pupils receiving parental engagement support. • Parents report that school support has positively impacted their child's participation and wellbeing. • Staff, pupil and parent feedback demonstrate an increased sense of inclusion, belonging and aspiration.
• Pupils develop the knowledge, skills and strategies needed to manage their mental health and wellbeing. • Improved confidence, resilience and emotional literacy among targeted learners. • Stronger engagement in learning and wider school life. • Improved attendance, behaviour and readiness to learn.	• Nearly all pupils participating in wellbeing programmes engage positively and attend regularly. • Pupil voice and wellbeing assessments demonstrate improved understanding of resilience, emotional regulation and mental health strategies. • Teachers report improved confidence, wellbeing and learning behaviours among participating pupils. • Attendance and behaviour data show positive outcomes for targeted learners. • Nearly all pupils demonstrate increased resilience and readiness to engage fully in school life and learning.

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: £ *8771.10*

Activity	Evidence that supports this approach
Improve emotional wellbeing, resilience and engagement through nurture provision.	**Regular sessions with the school's Emotional Literacy Support Assistant (ELSA) for targeted pupils.** Identified pupils receive structured weekly sessions focused on emotional regulation, confidence building, social skills, managing anxiety and coping with life challenges. Progress is monitored through pupil voice, wellbeing assessments and staff feedback. Evidence from the Education Endowment Foundation (EEF) and ELSA Network demonstrates that targeted social and emotional interventions can improve pupils' wellbeing, behaviour, relationships and readiness to learn, particularly for vulnerable learners. **Delivery of dedicated wellbeing programmes through the nurture group.** Pupils access targeted wellbeing support, including MyHappymind, resilience-building activities, outdoor learning opportunities and small-group interventions. Provision may also involve support from external agencies where appropriate. Research indicates that effective social and emotional learning programmes can improve wellbeing, strengthen engagement in school and contribute positively to academic progress.
Develop confidence, independence and readiness to learn through targeted nurture group provision.	**Additional nurture group support for eFSM and ALN pupils.** Pupils receive personalised support within a small-group environment designed to promote communication skills, self-esteem, emotional regulation and positive learning behaviours. Provision is responsive to individual needs and informed by ongoing assessment, staff observations and family engagement. Evidence suggests that nurture-based approaches can improve attendance, behaviour, emotional wellbeing and engagement in learning while helping to overcome barriers associated with disadvantage and additional learning needs.

Raise attainment in literacy and numeracy through targeted classroom-based support.	**Targeted literacy and numeracy interventions alongside additional in-class support.** Pupils identified through assessment data receive 1:1 or small-group intervention from trained staff using evidence-informed programmes such as Lexia, alongside targeted classroom support delivered by teaching assistants. Support may include structured phonics programmes, reading comprehension activities, precision teaching and numeracy interventions aligned with class learning. Interventions are regularly reviewed and adapted in response to pupil progress. Evidence from the EEF shows that targeted interventions delivered by trained staff can accelerate progress when closely linked to high-quality classroom teaching and carefully monitored for impact.

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: £ *1,500.00*

Activity	Evidence that supports this approach
Ensure all pupils have equal access to enrichment and learning opportunities, regardless of financial background.	**Financial support for eFSM families** to enable pupils to participate in residential visits, educational trips, extracurricular activities and curriculum enrichment opportunities. Funding may also be provided for essential equipment, uniform, learning resources and other costs that could create barriers to participation. This ensures that pupils can access the same opportunities and experiences as their peers, supporting inclusion, engagement and aspiration. **Targeted parental engagement to improve attendance.** Families of pupils identified with lower attendance receive tailored support through regular communication, attendance meetings, home-school liaison, and practical advice to address barriers to attendance. Where appropriate, support may include assistance with transport, uniform, breakfast provision, or referrals to external agencies. Research shows that positive parental engagement and strong home-school relationships can improve attendance, engagement and educational outcomes, ensuring pupils are able to

	benefit fully from learning and enrichment opportunities

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

Budgeted cost: £ *2,269.20*

Activity	Evidence that supports this approach
Delivery of dedicated well-being programmes to support pupils' mental health.	Targeted pupils, including those eligible for eFSM, are provided with access to a range of evidence-informed mental health and wellbeing programmes designed to strengthen emotional resilience, self-esteem, confidence and positive learning behaviours. Support is delivered through a combination of whole-school initiatives, targeted small-group provision and individual interventions, ensuring that pupils receive the right level of support at the right time. Provision includes programmes such as **MyHappymind**, nurture-based activities, resilience and emotional literacy workshops, outdoor learning experiences, mindfulness activities and therapeutic interventions where appropriate. Pupils may also benefit from specialised support delivered in partnership with external agencies, including counselling services, educational psychologists and mental health practitioners. The programme adopts both a preventative and responsive approach, helping pupils to develop effective coping strategies, build positive relationships, regulate emotions and engage successfully in learning. Through regular monitoring of pupil wellbeing, attendance, engagement and pupil voice, the school ensures that support is tailored to individual needs and has a measurable impact on outcomes. This approach is underpinned by evidence showing that strong social and emotional wellbeing can have a significant positive impact on attendance, engagement, behaviour and academic achievement, particularly for learners who may face additional barriers to success.

Total budgeted cost: £ *12,540.30*

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 2025 to 2026 academic year.

Intended outcome	Impact
Narrow the attainment gap by reducing the discrepancy between pupils' reading ages and their chronological age. Improve confidence and core skill development in identified pupils.	Nearly all targeted pupils made strong progress in literacy and numeracy, with many demonstrating a notable reduction in the gap between their reading age and chronological age over the academic year. Nearly all pupils who received additional support achieved expected or better-than-expected progress, as evidenced through teacher assessments and standardised testing. Pupil voice activities indicated that nearly all learners involved in intervention programmes developed greater confidence in their reading, writing and numeracy skills. Teachers reported that nearly all supported pupils participated more actively in lessons, demonstrated increased independence in their learning and engaged more positively with classroom activities, contributing to improved outcomes across the curriculum.
Ensure that all eFSM pupils make progress towards their individual targets in literacy and numeracy across the academic year. Support pupils in achieving their full academic potential through tailored interventions.	Nearly all pupils receiving in-class intervention benefited from well-planned and regularly reviewed individual support plans that effectively addressed their identified literacy and numeracy needs. As a result, nearly all pupils made strong progress towards, and often achieved, the targets outlined in their plans. Lesson observations and scrutiny of pupils' work provided clear evidence of improved engagement, increasing confidence and sustained progress across learning activities. Staff reported that nearly all learners demonstrated greater independence, resilience and participation in lessons. Over time, many pupils relied less on adult support and developed the skills and confidence needed to access learning more successfully alongside their peers.

Improve emotional well-being of eFSM and LAC pupils. Identify further emotional or social support needs early, enabling timely and effective intervention.	Nearly all pupils referred for ELSA support engaged positively with the intervention programme and benefited from a structured process of baseline and follow-up wellbeing assessment. ELSA records and subsequent evaluations showed that nearly all pupils made improvements in areas such as emotional regulation, social skills, confidence and self-esteem. Pupil voice activities indicated that nearly all learners felt well supported and were better equipped to understand and manage their emotions. Where additional needs were identified, timely referrals to specialist services ensured that pupils received appropriate support. As a result, nearly all pupils demonstrated improved wellbeing, increased resilience and greater readiness to engage successfully in school life and learning.
Ensure eFSM pupils receive proactive emotional and mental health support, reducing disadvantage. Promote resilience, self-regulation, and positive school engagement. Support pupils' access to the nurture provision to enhance learner participation.	Nearly all targeted pupils engaged fully in their planned wellbeing programmes and attended the majority of scheduled sessions throughout the intervention period. Pupil self-assessments and wellbeing reviews indicated that nearly all participants developed a stronger understanding of strategies to support their mental health, including resilience, emotional regulation and stress management. School monitoring information showed improvements in attendance and a reduction in behavioural concerns for many pupils receiving support. Teachers reported that nearly all participating learners demonstrated increased emotional resilience, confidence and positive engagement in school life. As a result, nearly all pupils were better equipped to access learning, build positive relationships and participate successfully in the wider life of the school.
Ensure all pupils have equal access to enrichment and learning opportunities, regardless of financial background. Reduce social exclusion and enhance engagement in all aspects of school life. Support for parents through parental workshops, i.e. supporting with reading, ICT, numeracy and provide resources to help parents engage their pupils at home.	All pupils eligible for eFSM were able to benefit from financial support that would enable them to participate fully in educational visits, residential experiences and wider enrichment opportunities alongside their peers. Participation rates in extracurricular activities for nearly all eFSM pupils were in line with, or exceeded, those of other learners, reflecting the success of the school's inclusive approach. Feedback

	from parents and carers was overwhelmingly positive, highlighting the significant difference that financial assistance made to pupils' experiences and opportunities. Parents were also provided with resources and guidance to support learning at home. Staff and pupil voice activities indicated that nearly all learners felt included, valued and able to participate confidently in all aspects of school life, helping to reduce barriers associated with disadvantage and strengthen pupils' sense of belonging.