

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	129
Proportion (%) of PDG eligible learners	5%
Date this statement was published	Sept 25
Date on which it will be reviewed	July 26
Statement authorised by	Owen Good (Headteacher)
PDG Lead	Owen Good
Governor Lead	Karen Loo

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£11,337.00

Total budget for this academic year	£776,382.00

Part A: Strategy Plan

Statement of intent

At Roch School, we are committed to using the Pupil Development Grant (PDG) to support a **targeted group of pupils** by promoting their overall wellbeing and helping to close gaps in both attainment and achievement. We invest in a range of carefully planned strategies that focus on building **self-esteem, emotional resilience, and academic confidence**. These targeted initiatives aim to remove the barriers to learning and participation that can arise from socio-economic challenges and poverty.

Our intent is guided by the following principles:

- **Every pupil should make progress**, regardless of their background or financial circumstances.
- We will **allocate funding strategically and effectively** so that all pupils have fair access to educational and extra-curricular opportunities.
- We are committed to **equity and inclusion**, ensuring that no pupil is disadvantaged or prevented from achieving their potential.
- Our approach recognises and responds to the **diverse needs of all pupils and their families**, ensuring that support is both meaningful and impactful.

Through the effective use of the PDG, Roch School strives to ensure that all learners are given the tools, opportunities, and support they need to thrive.

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
Narrow the attainment gap by reducing the discrepancy between pupils' reading ages and their chronological age.	Targeted pupils demonstrate a measurable reduction in the gap between their reading age and chronological age over the academic year. eFSM pupils receiving support make expected or better-than-expected progress in literacy and

<p>Improve confidence and core skill development in identified pupils.</p>	<p>numeracy, as measured by termly teacher assessments or standardised tests.</p> <p>Pupils involved in interventions report increased confidence in reading, writing, or numeracy in pupil voice surveys or feedback forms.</p> <p>Teachers observe improved classroom participation and independence in learners receiving additional support.</p>
<p>Ensure that all eFSM pupils make progress towards their individual targets in literacy and numeracy across the academic year.</p> <p>Support pupils in achieving their full academic potential through tailored interventions.</p>	<p>Individual support plans are in place for all FSM/ALN pupils receiving in-class intervention, reviewed at least termly.</p> <p>Supported pupils achieve the literacy/numeracy targets outlined in their individual plans.</p> <p>Lesson observations and book scrutiny show evidence of progress and engagement in learning tasks.</p> <p>Staff report improved learner engagement and reduced dependency on adult support.</p>
<p>Improve emotional well-being of eFSM and LAC pupils.</p> <p>Identify further emotional or social support needs early, enabling timely and effective intervention.</p>	<p>All pupils referred to ELSA support complete a baseline and follow-up well-being assessment</p> <p>Pupils show improvement in emotional regulation, social skills, or self-esteem based on ELSA records and follow-up assessments.</p> <p>Pupil feedback indicates that they feel more supported and better able to manage their emotions.</p> <p>Identified pupils are referred to further support services when appropriate, ensuring a timely and structured response to emerging needs.</p>
<p>Ensure eFSM pupils receive proactive emotional and mental health support, reducing disadvantage.</p> <p>Promote resilience, self-regulation, and positive school engagement.</p> <p>Support pupils' access to the nurture provision to enhance learner participation.</p>	<p>All targeted pupils access a minimum number of planned well-being sessions (e.g., 6–10 over a term).</p> <p>Pupil self-assessments before and after sessions show improved understanding of mental health strategies (e.g., stress management, resilience).</p> <p>Reduction in behaviour incidents and/or increased attendance among pupils receiving support.</p>

	Teachers report improved emotional resilience and engagement in school life for participating pupils.
<p>Ensure all pupils have equal access to enrichment and learning opportunities, regardless of financial background.</p> <p>Reduce social exclusion and enhance engagement in all aspects of school life.</p> <p>Support for parents through parental workshops, i.e. supporting with reading, ICT, numeracy and provide resources to help parents engage their pupils at home.</p>	<p>100% of eFSM pupils are offered financial support to participate in school trips, residential, and enrichment activities.</p> <p>Participation rates of eFSM pupils in extracurricular activities are in line with or exceed those of non-FSM peers.</p> <p>Family support records show positive feedback from parents/carers regarding the impact of financial support.</p> <p>Staff and pupil surveys reflect increased sense of inclusion and reduced stigma for disadvantaged learners.</p> <p>Parents provided with resources and guidance of how to support their children with their learning at home.</p>

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: £ 9000

Activity	Evidence that supports this approach
1:2:1 targeted support for pupils in literacy and numeracy.	Targeted pupils are identified through assessment data and teacher referrals to receive bespoke 1:2:1 literacy and numeracy intervention sessions. These sessions are delivered outside of whole-class teaching time by trained teaching assistants or intervention specialists. Programmes used may include structured phonics, reading comprehension strategies, or numeracy catch-up schemes. Interventions are time-limited, regularly reviewed, and adapted based on pupil progress.
<i>Provision of additional in-class intervention for eFSM and ALN pupils through the nurture group setting</i>	Additional teaching assistant hours are allocated in classrooms with higher proportions of FSM and/or ALN pupils. These staff members support learners within lessons through small-group or individual support focused on literacy and numeracy. They also implement structured intervention programmes, tailored to the needs of the learners, such as <i>Letters and sounds</i> or other school-

	adopted schemes. Support is closely aligned with class teachers' planning to ensure continuity and targeted impact.
<i>Regular sessions with the school's Emotional Literacy Support Assistant (ELSA) for targeted pupils.</i>	The school's trained ELSA delivers weekly sessions for identified pupils, focusing on emotional regulation, social skills, confidence-building, loss/bereavement, and managing anxiety. Pupils are referred based on observed emotional or behavioural needs, and sessions are planned using ELSA frameworks and resources. Progress is monitored using well-being assessments and teacher feedback.
<i>Delivery of dedicated well-being programmes to support pupils' mental health.</i>	eFSM pupils are given access to whole-school and small-group mental health and well-being programmes, including MyHappymind, resilience-building workshops, outdoor learning experiences, or therapist-led interventions where appropriate. Programmes may include both preventative and reactive support, often in collaboration with external providers such as school counselling services or mental health charities.

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: £ 1,337

Activity	Evidence that supports this approach
Parental workshops to support parental skills/knowledge and engagement	FaCE project run during Autum 24 term was very successful and engaged parents to support their children with literacy, numeracy, ICT and well-being and mental health. Further support for parents will allow the school to tackle areas of learning that require support, i.e. reading in targeted age groups/classes and well-being in different age ranges. Offering support through resources and workshops with external agencies supporting where possible.

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach
<i>Delivery of dedicated well-being programmes to support pupils' mental health.</i>	eFSM pupils are given access to whole-school and small-group mental health and well-being programmes, including MyHappyMind, resilience-building workshops, outdoor learning experiences, or therapist-led interventions where appropriate. Programmes may include both preventative and reactive support, often in collaboration with external providers such as school counselling services or mental health charities.

Total budgeted cost: £ 11,300

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 2024 to 2025 academic year.

Activity	Impact
1:1 Literacy/Numeracy Support Programmes Targeted intervention to close the gap between reading/spelling ages and chronological age.	Programmes used consistently across classes (school and home). 54% of pupils made progress in reading between September and April.
In-class support for FSM/ALN pupils Intervention programmes and SALT provision.	Pupils received high levels of intervention. SALT targets were met. Additional support provided by E. Couceiro.
ELSA Support Sessions Targeted emotional and social support for RADY/FSM pupils.	ELSA supported 8 pupils to access mainstream classes. Provision impacted by a period of staff absence.
Well-being Programmes in H&W Lessons Regular access to mental and emotional well-being resources.	Weekly use by classes. Positive parental feedback. Children referring to methods in classwork. Shared with parents, who reported positive outcomes.

Support for Trips, Uniform, and Essential Resources Financial support for eFSM pupils for inclusivity.	eFSM pupils supported with uniform, snacks, stationery, and trip costs. Contributions towards Year 5 residential. Ensured no pupil was disadvantaged due to financial barriers.
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