

# Annex 1. Pupil Development Grant

## Narberth CP School

This statement details our school’s use of the PDG for the 2024 to 2025 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	Narberth CP School
Number of learners in school	275
Proportion (%) of PDG eligible learners	12%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Kate Moore
PDG Lead	Mrs Kate Moore
Governor Lead	Mick Smith

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£27,303.54
<b>Total budget for this academic year</b>	£27,303.54

## Part A: Strategy Plan

### Statement of intent

The purpose of the grant is to improve the outcomes for pupils who are eligible for free school meals by allowing them to achieve their full potential.

At Narberth School, we provide support and interventions that focus on the attainment of all pupils. Progress is monitored closely and the success is evaluated against the strategies used. These are incorporated in our School's Development Plan.

As a school we have also been focussing on developing whole school strategies to support and develop all pupils such as effective feedback and Assessment for learning.

### 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
Provide emotional support via a range of strategies eg. ELSA session and daily check-ins	To provide nurture provision to meet the social and emotional needs of the pupils.
To support families by making basics available to all families.	Using PDG to pay for any curriculum visits such as residentials, class visits and extra curricular music lessons so that parents are not asked to meet the cost thus allowing all pupils to a rich curriculum.
To provide opportunities for authentic experiences.	To purchase resources to ensure the environment is stimulating and language rich enabling pupils to experience authentic experiences.
Family support and engagement	ALNCo to provide regular workshops and support to families during weekly drop-in sessions.  ALNCo to provide support with completing referrals and applications.  ALNCo to support new families through FACE programme
To develop pupils' exploration and problem solving and team building skills	Outdoor learning Co-ordinator to deliver Outdoor learning whilst covering PPA

<p>To provide regular opportunities for all pupils to experience outdoor learning opportunities.</p> <p>Targeted support allows pupils to achieve at least expected progress.</p>	<p>To enhance the nature reserve including renovating the pond area.</p> <p>To further develop the outdoor classroom environment for PS3.</p> <p>Timetabled support during whole class teaching.</p> <p>Timetabled support for intervention groups.</p> <p>Interventions for all pupils will include Physical literacy, PE and outdoor learning.</p>
<p>Support pupils through interventions</p>	<p>The school provides a range of support and interventions to support pupils.</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

<ul style="list-style-type: none"> <li>• £10,000.00 towards funding additional adult support to provide interventions</li> <li>• £5,000.00 towards supporting families so that pupils can access all activities that are offered to pupils at school.</li> <li>• £6,500.00 towards the cost of a Family Engagement Officer in order to engage all families.</li> <li>• £5,803.54 towards developing the outdoor environment to provide authentic learning experiences for pupils.</li> </ul>
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### Learning and teaching

Activity	Evidence that supports this approach
<p>Timetabled support during whole class teaching.</p> <p>Timetabled support for intervention groups.</p> <p>Interventions for all pupils will include Physical literacy, PE and outdoor learning.</p>	<p>Improved outcomes for all pupils</p> <p>Targeted support allows pupils to achieve at least expected progress.</p>
<p>Nurture support</p>	<p>Improved attendance</p> <p>Improved behaviour and attitudes to learning</p> <p>Improved social skills</p>

	Improved well being
Play Therapy	
Classroom approaches across the school eg. Effective feedback, Voice 21, phonics (RWINc/Tric a Chlic)	Improved attitudes to learning Improved 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
Family Engagement Activities	Improved engagement
Providing resources for families eg. Used school uniform, coat vouchers	Governing Body and 'Ffrindiau' of the school decision to support families.

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

Activity	Evidence that supports this approach
FACE Programme	Engaging families and raising aspirations

## **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
Family Engagement Officer	The school continues to provide support to a number of families

Provide basic resources	The school continues to cover the cost to ensure pupils can access residentials, class visits and extra curricular lessons such as music tuition.
Interventions	The school ensures equity for all pupils, enabling all pupils to make progress, including those with EFSM  See data below to highlight the progress being made by all pupils.

ALL Reading Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	1%	4%	10%	44%	30%	10%
	1	7	18	77	53	18

FSM excluding ALN Reading Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	0%	13%	19%	50%	13%	6%
	0	2	3	8	2	1

ALL Darllen Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	0%	3%	8%	53%	24%	12%
	0	4	9	60	27	14

FSM excluding ALN Darllen Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	0%	0%	0%	100%	0%	0%
	0	0	0	1	0	0

ALL Procedural Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	1%	9%	13%	49%	23%	5%
	2	19	26	97	45	9

FSM excluding ALN Procedural Summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y2-6	0%	11%	22%	44%	11%	11%
	0	1	2	4	1	1

ALL Reasoning summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y3-6	0%	7%	18%	54%	18%	3%
	0	12	29	88	29	6

FSM excluding ALN Reasoning summer 2025						
	well below	below	w/ towards	average	above	well above
	<70	70-84	85-94	95-115	116-130	>130
Y3-6	0%	12%	12%	50%	25%	0%
	0	1	1	4	2	0

