Ysgol yr Holl Saint – All Saints' School

Pupil Development Grant

School Summary Statement – 2026/27

School name	Ysgol yr Holl Saint - All Saints' School
Number of learners in school	16
Proportion (%) of PDG eligible learners	4.22%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Richard Hatwood
PDG Lead	Ceri Edwards
Governor Lead	Jan MacDonald

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£29,900.00
Total budget for this academic year	£17,96,092.00

Statement of Intent

Ysgol yr Holl Saint - All Saints' School is committed to ensuring that every pupil makes excellent progress and reaches their full potential, regardless of background or circumstance. We aim to provide an inclusive and supportive environment where all pupils thrive academically, socially, and emotionally. Our vision is that every child will become ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens, and healthy, confident individuals who strive to be the very best they can be.

The Pupil Development Grant (PDG) is used purposefully to support disadvantaged pupils by reducing barriers to learning, narrowing the attainment gap, and ensuring equity of opportunity for all. By investing in high-quality teaching and learning, we focus on the areas where disadvantaged pupils require the most input and support. We recognise that the strategies we adopt not only benefit those pupils in receipt of PDG but also enhance the learning experience for all pupils at All Saints' School.

In order to support this strategy and ensure approaches are impactful, we will:

Objectives

1. Ensure the wellbeing and emotional resilience of all pupils at All Saints' School I promoted in everything that we do.
2. Promote equity of provision for all pupils across the school.
3. Improve progress for pupils, especially those identified as eFSM, by ensuring that they receive appropriate support to achieve from their starting points.
4. Ensure all pupils, particularly those in Early Years, are school ready, implementing identification strategies and appropriate intervention to address individual needs.
5. Support the proactive tracking of pupils' progress and needs to support realisation of the above.

Activities to include

1. Allocation of time and resource to ensure the accurate and proactive tracking of identified pupils to ensure their progress is secured.
2. To provide intervention support for identified pupils to support their school readiness.
3. Provide additional speech and language support for identified pupils, with a focus on those eFSM.
4. Provision of the Wellbeing & Engagement Manager to support identified pupils and families.
5. Provision of the school Therapist through Action for Children to ensure access to appropriate support for pupils who require this.
6. Ensure that learning support provision across the school supports effective intervention and securing of pupil progress, with a focus on transition.

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' wellbeing and emotional resilience are strengthened so they are ready to engage fully with learning.	- Increased levels of pupil engagement and participation in lessons and wider school life. (PASS data and BESSI data) - Wellbeing survey and pupil voice evidence show improved confidence, resilience, and emotional regulation. (Learning Walks, PASS Survey, MIS tracking) - Reduction in referrals for behavioural or emotional difficulties through early intervention support. (MIS tracking).
Equity of provision ensures disadvantaged and vulnerable learners have equal opportunities to succeed.	- FSM/eFSM pupils' attendance is within 5% of whole-school averages. (Context, small numbers and individual complex circumstances). (SIG2) - FSM/eFSM pupils access all wider opportunities (enrichment, trips, extra-curricular clubs). (Registers, engagement surveys etc) - No significant gaps in attainment between FSM/eFSM pupils and their peers. (MIS Tracking)
Improved progress for pupils, particularly those identified as eFSM, from their individual starting points.	- Tracking data demonstrates accelerated progress for eFSM pupils in literacy, numeracy, and wider curriculum areas. (MIS Tracking) - Standardised assessment shows closing of attainment gaps in core subjects. (MIS Tracking) - Staff reports and case studies evidence that interventions have a measurable impact. (Small Steps Plans)
All pupils, particularly in Early Years, are "school ready" with key foundational skills developed.	- Early Years baseline assessments show improvement in targeted areas for identified pupils. (MIS Tracking) - Speech and language assessments evidence improved communication skills for pupils accessing support. (MIS Tracking) - Fewer children require long-term high-level interventions due to timely support in Early Years. (MIS Tracking and Baseline)

Robust systems of tracking and intervention ensure that pupil needs are identified early and addressed effectively.	- Termly pupil progress meetings demonstrate that interventions are timely and lead to improved outcomes. (PPM meetings) - Teachers and support staff use data proactively to adapt teaching and interventions. (P&R Journals) - Governors receive regular reports evidencing impact of PDG-funded strategies. (Headteacher reports and GB meeting minutes)