Ysgol Santes Helen Statement
Pupil Development Grant

This statement provides details regarding our school's use of the PDG for the 2026 to 2027 academic year.

It outlines our strategy, how we plan to spend the funding in this academic year and the impact that last year's spending had within our school.

If the numbers are 5 or less, * is used instead of the allocation to protect children from being identified.

School Overview

Details	Data
School name	Santes Helen
Number of Pupils in the School	30
Proportion (%) of pupils eligible for PDG	46%
Date of publication of this statement	September 2026
Date it will be reviewed	September 2027
The statement was authorized by	LA PDG Leader
Leading on the PDG	Eirian Bradley-Roberts
Governor in charge	Antonio Dos Remedios

Finance Overview

Details	Amount
PDG funding allocation this academic year	£14,950

Part A: Strategy Plan

Statement of intent

Our aim is to ensure that socio-economic background does not determine how well a child succeeds at Ysgol Santes Helen. The school has identified these two barriers:

Attendance
Attendance of learners eligible for free school meals 4% lower than the rest of the school. Some learners also find it difficult to settle in and engage with learning at the start of the day.

Literacy
School data shows that some learners are not making the expected progress in reading, affecting their ability to access their 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
To improve the punctuality and attendance of learners who face barriers to regular school attendance.	Baseline: Target group attendance = 87% 23% of learners are continuously absent Target: Target group attendance rises to 90% A decrease in the number of learners who are continuously absent to 0.
Ensure that learners make progress in their reading skills and develop greater confidence in reading.	Baseline: 71% (5) of learners receive a reading score of 70 or below, and 100% (8) of learners face difficulties in recognising common letters and words. Target: 50% of learners increase their reading score to 75 or above, and 100% of learners show a clear improvement in their ability to recognise letters, words and read simple text independently.
Provide emotional support to learners who arrive late to school or find it difficult to settle in.	Learners who arrive late to school or have difficulty settling in receive appropriate support to enable them to engage with their learning. Learners settle in successfully and are able to return to classroom activities promptly. Learners show a greater ability to regulate their behaviour and focus on their learning.

Activity in this academic year

This details how we plan to spend our PDG **this academic year** to achieve the intended outcomes listed above.

The grant will be used to reduce the barriers that prevent some of our most vulnerable learners from making progress. The activities will be planned at a whole-school level, with a particular focus on the needs of learners who are eligible for free school meals and those who face additional barriers to learning. The majority of the grant will be used to fund additional support from staff. Many of the learners receiving this support also have additional learning needs.

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Budgeted cost: £14,950

Carmarthenshire	Evidence supporting this approach
Provide a targeted daily reading intervention by a Teaching Assistant (approximately 20 hours per week of additional support for learners who need help developing their reading and literacy skills)	EEF research shows that targeted literacy interventions in small groups or individually can have a positive impact on learners' progress. Providing additional support from a skilled adult can help learners develop their reading fluency, comprehension and confidence, enabling them to have better access to the curriculum.
Use teaching staff to provide targeted support and interventions to pupils who face barriers to developing their reading skills. Pupils will be identified through CAL:ON language and reading screener data, enabling the school to provide timely and bespoke support in small groups or on a one-to-one basis. The interventions will focus on developing reading, phonetics, vocabulary, comprehension, language and communication skills.	CAL:ON Cymru is a national evidence-based bilingual initiative. The Language and Reading screeners are designed to identify learners who are at risk of experiencing language or reading difficulties at an early age. Research shows that identifying needs early and providing targeted interventions can improve pupils' literacy outcomes.

Community Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) working effectively with other services)

Budgeted cost: £0

Carmarthenshire	Evidence supporting this approach
Attendance - Promote the importance of punctuality and good attendance on a regular basis through regular communication with parents and carers, at meetings, school services and informal conversations. Develop positive relationships with families in order to discuss any barriers to attending school early and offer appropriate support when needed.	Research shows that strong home-school partnerships and regular communication with parents can contribute to better attendance and engagement with learning. Developing positive relationships and maintaining high expectations around attendance is an important element of a whole-school approach.
Governor regularly visits the school to read with individual learners and small groups, providing additional opportunities to practise reading, develop fluency and build confidence as readers.	Research suggests that regular reading with an adult and providing additional opportunities to practice reading can support the development of fluency, understanding and enjoyment of reading. Individual or small group sessions can be particularly beneficial for learners who need extra support.

Wider strategies (for example and where applicable, Health and Wellbeing, Curriculum and Qualifications, Leadership and Aspiration)

Budgeted cost: £0

Carmarthenshire	Evidence supporting this approach
Provide emotional support and early intervention to learners who arrive late to school or who find it difficult to settle in at the start of the day. For example, by giving them the opportunity to spend a short time in another class or a quiet space to regulate their emotions before joining their class.	Research shows that providing emotional support and early intervention can help learners regulate their emotions, reduce barriers to learning and improve their ability to engage with classroom activities. Short transition arrangements, such as using a quiet space or other classroom to settle in, can support learners who arrive late to school or face difficulties at the start of the day, helping them to be ready to learn.

Total cost of applications: **£14,950**

Part B: Review of previous academic year results

PDG Results

This details the impact our PDG activity had on pupils in the 2025 to 2026 academic year.

Carmarthenshire	Impact
Provide a targeted daily reading intervention by a Teaching Assistant (approximately 20 hours per week of additional	Staff reported 100% improvement Of the pupils who received regular reading support, 100% made progress in their reading skills according to the school's assessments.

support for learners who need help developing their reading and literacy skills)	
The Governor visited the school regularly to read with individual learners and small groups, providing additional opportunities to practise reading, develop fluency and build confidence as readers.	Staff reported 100% improvement Of the pupils who received regular reading support, 100% made progress in their reading skills according to the school's assessments. The proportion of pupils who brought their reading bags to school and regularly recorded reading at home increased.

Externally Delivered Applications

You should include the names of any programmes you purchased during the previous academic year. This will help us find out which ones are popular in Wales.

Application	Provider
N/A	N/A