

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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.

School Overview

Detail	Data
School name	St. Joseph's Catholic Primary
Number of pupils in school	189
Proportion (%) of PDG eligible pupils	13%
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. STACK
PDG Lead	JS/MM
Governor Lead	Paul Relf

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£21,850.00
Total budget for this academic year	£21,850.00

Part A: Strategy Plan

Statement of Intent

At St. Joseph's Catholic Primary School, we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by-pupil basis and ensure that high quality teaching is in place day by day. Other

interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

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
<u>Action 1</u> Teaching Assistants well trained to support teaching and learning of all pupils Close links with ALNco All groups of learners including FSM learners are tracked throughout the school.	Raise attainment for FSM children. Impact measured through Taith 360, test results. All staff are made aware of the pupils in their classes who are FSM pupils. Pupil's progress is monitored and discussed during termly pupil progress meetings. Interventions and support discussed and implemented. Outcomes for eFSM pupils are improved.
Action 2 Termly release for SENCO to monitor TA support of FSM/LAC pupil progress in core subjects and behavioural support.	Teaching Assistants work in all year groups supporting identified pupils. Targeted support through in-class reading, small group support, interventions where identified. Children to be identified through VAP/ RA/ NFER/ NRT. Provide effective support for target group. Exclude SEN Register.
Action 3 Small groups and individual pupils receive appropriate personalised support with Literacy. Increase in pupil's attainment.	Raise attainment of FSM

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

TA support for pupils and monitoring of support by ALNCO who organises TA staff training and helps to deploy staff appropriately. ALNCO also supports small group intervention in literacy for targeted pupils. Teaching assistants have access to quality training to enable them to support pupils effectively. Nursery and Reception have staff who use a range of early intervention. Strategies particularly in speech and language to support pupils.

Learning and Teaching

Budgeted cost: £ 16922

Activity	Evidence that supports this approach
TA s	High quality support in classroom – observations, quality of work , progress by pupils. High levels of attendance
<i>ALNCO time</i>	Attainment gap with vulnerable pupils is narrowed. Focused and targeted support address the needs of pupils.

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

Budgeted cost: £ 4928

Activity	Evidence that supports this approach
Wider opportunities in music	<i>Swansea music service support – equity in Music provision for all pupils- all pupils in FP have early years music and Year 5 and 6</i>

Total budgeted cost: £ 21,850

Part B: Review of outcomes in the previous academic year

PDG outcomes

Baseline data indicates that most pupils entered Nursery and Reception with skills below average. Using carefully planned programmes and intervention strategies pupils make rapid progress. This is seen in books and through discussions with pupils. It is also seen in assessments, particularly in reading, where progress of pupils is accelerated. In personalised assessments, despite the pandemic, many children made progress in line with their ability. Pupils progress meetings, scrutiny of work and data indicates that pupils are making good progress from their starting point.

From group nurture support to thrive support, staff within school provide this through our universal provision. Where support is needed beyond that available within school, this has been through services such as the Baxter therapeutic service.

All staff are aware of vulnerable groups and these are carefully tracked and discussed at pupil progress meetings where provision for these pupils is reviewed. Support is also offered to the wider family where needed. Externally provided programmes Support was offered to subsidise school extra-curricular experiences.. A number of school visits were subsidised enabling all children to experience a range of activities without the risk of financial worries for the family.

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Therapy dog support for vulnerable pupils	BAXTER Project
Well- being sessions	Thrive