

# Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023 to 2024 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	St Joseph's Catholic Primary Clydach
Number of learners in school	217
Proportion (%) of PDG eligible learners	28 (10 transitionally protected )
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Juliet Stack
PDG Lead	Mary Mort
Governor Lead	Clair James

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£26,450.00
<b>Total budget for this academic year</b>	

## Part A: Strategy Plan

### Statement of intent

We want all pupils to make progress irrespective of their background or financial need.  
We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities.  
We want all pupils to have equal opportunities and equity of provision so they are not discriminated against. We want to ensure we are inclusive of the needs of all pupils and their wider families.

### 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
All children have access to high quality teaching and learning	Support is given for additional learning interventions where identified  Poverty is not a barrier to learning

### Activity in this academic year

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

In teaching and learning we have a non-teaching ALNCo whose focus is to ensure the curriculum is inclusive for all learners including those entitled to FSM. The focus of the ALNCo is to organise staff training, to deploy staff appropriately and to monitor closely learning for pupils who have additional learning needs.  
We have employed TA's to focus on early intervention for pupils who need additional support in reading and writing.

Teaching assistants have access to high quality training to enable them to support pupils effectively.

## Learning and teaching

Budgeted cost: £ 26,450.00

Activity	Evidence that supports this approach
<b><u>Action 1</u></b>  Teaching Assistants are well trained to support teaching and learning of all pupils Close links with ALNco  All groups of learners including FSM learners are tracked well throughout the school.	Employment of additional teaching staff  Attainment gap with vulnerable pupils is narrowed. Focused and targeted support address needs of pupils.  High quality provision available as a result of well trained staff
<b><u>Action 2</u></b>  ALNCO to monitor FSM/LAC pupil progress in core subjects and behavioural support.	High quality support in classroom – observations, quality of work, progress by pupils. High levels of attendance.  Aware of poverty agenda with all staff

**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: £ *[insert amount]*

Activity	Evidence that supports this approach
Add or delete rows as needed	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
Add or delete rows as needed	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

## 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 2022 to 2023 academic year.

Activity	Impact
	<p>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.</p> <p>In personalised assessments, despite the pandemic, many children made progress in line with their ability.</p> <p>Pupils progress meetings, scrutiny of work and data indicates that pupils are making good progress from their starting point.</p> <p>Where support is needed beyond that available within school, this has been through services such as the Baxter therapeutic service, sessions with CAMHS practitioner. 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.</p> <p>Support was offered to subsidise school extra-curricular experiences and events including a residential event. 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.</p>

### Externally provided programmes

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 1:1	Thrive