

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG / EYPDG 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.

School Overview

Detail	Data
School name	St Alban's Catholic Primary School
Number of pupils in school	169
Proportion (%) of PDG eligible pupils	65%
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
PDG Lead	HT
Governor Lead	C Jackson

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£101200.00
EY PDG funding allocation this academic year	£13800.00
Total budget for this academic year	£115000.00

Part A: Strategy Plan

Statement of Intent

Schools are expected to make the best use of pupil development grant funding to implement sustainable strategies that will quickly bring about changes for eligible learners whilst also impacting positively on the whole school community.

As a school we use the following three steps:

- identify the target group of pupils, its characteristics and needs.
- plan interventions which make the most effective use of resources.
- monitor and evaluate the impact of resources.

At St Alban's Catholic Primary School, we have a comprehensive plan, agreed and monitored by the Central South Consortium, to promote progress and remove barriers to learning for students eligible for this funding. Targets on the School Improvement Plan 2024/25 linked to PDG funding are as follows:

- To further develop the role of pupil voice in its significant contribution to school improvement
- To raise standards in mathematics and numeracy by reviewing current practice used in independent missions
- To improve engagement with parents, carers and families of learners to increase achievement and opportunities for all pupils.
- To improve the recognition and celebration of our diverse school community by all.
- To improve pupils' self-awareness and social and emotional skills to support themselves and others around them:

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 highly effective learning and teaching programmes to support specific pupils' learning needs.	• Nearly all pupils accessing additional support make expected progress in literacy and numeracy. A majority make above expected progress. • Relevant staffing ratios sustained to provide existing intervention programme. (Speech and Language links; Monster Phonics; Toe by Toe) • All relevant staff provided with suitable CPD to meet needs of learners.
Provide highly effective intervention programmes to support specific pupils' wellbeing.	• Staff, and resource effective Thrive / Wellbeing groups to provide social and emotional support to a range of pupils. • Nearly all pupils accessing wellbeing support to show progress against Thrive targets. • Relevant staffing ratios sustained to provide existing intervention programmes. • All relevant staff provided with suitable CPD to meet needs of learners. • All relevant staff attend Thrive refresher training. • Train two further staff members as Thrive Practitioners.
Improved wellbeing of whole school community.	• Pupil : Staff ratios sustained. • All families offered support in managing finances. • Liaison with Family learning agencies from local authority and CAVC. Programme to run in Spring term. • Supplement funding of school visitors and trips therefore removing barriers to access to enhanced opportunities. • Liaison with outside agencies such as 'Fairshare', Cardiff Food Bank and local supermarkets to provide support with rising living costs. • Clothes bank sustained through local liaison and adequate funding. • Uniform Swap shop continued. • Family liaison/attendance officer offer improved with increased attendance. • Pupils awareness of healthy living strategies (Healthy Eating, Physical Exercise – Wellbeing Wednesdays) improved. • Resources at break and lunchtime improved in order to promote wellbeing and self-esteem.
Improved school attendance	• At least 2% improvements in attendance. • Provide vulnerable pupils with high quality support that raises attendance including mini bus collection, invitations to Breakfast Club. • Attendance Officer liaising with EWO for families • Internal award systems to impact on attendance. • Regular SLT meetings with families requiring support.
Enhanced impact of pupil voice	• Pupil voice groups created and managed that assist with making meaningful change and result in school improvement for all. • Pupil voice in all classes developed to improve provision and learning at a class level.
Improve teaching and learning	• High-quality training for school staff provided, including refresher training for social and emotional support, use of Maths manipulatives, continued phonic support from Monster Phonics and T4W.
Improve leadership capacity thus raising standards.	• Provide non-contact leadership opportunities to monitor progress and to identify best practice • Best practice shared between staff internally in trios, and externally. • Strong professional links created within the school, community and other organisations.

Activity in this academic year

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

Activity also noted in above section.

We have planned to use our funding to support additional staffing at our school to further support identified groups of learners. This support is a mixture of in class, withdrawal groups and individual sessions. We also use the support to manage an extended nurture and wellbeing provision.

Staffing

- To provide staffing levels that ensure pupil progress.
- To deploy staffing teams effectively in order to meet the needs of target groups of pupils.

Interventions

- To plan interventions which make the most effective use of resources.

Effectiveness

- To monitor and evaluate the impact of these resources.
- Regular termly reviews with SLT and Governing body to address needs and next steps.

The allocation to staff also provides the school with opportunities to use other budget sources to support creative workshops, school trip funding support (to include residential experiences), support family engagement activities and provide additional learning resources to especially support nurture/wellbeing provision.

This support, we believe will assist readiness for learning, improve school attendance and promote a positive ethos to high quality learning and achievement.

Learning and Teaching

Activity	Evidence that supports this approach
<i>See detail in intended outcomes</i>	
Effective staff deployment A range of effective intervention programmes focused on supporting literacy and numeracy including; <i>Sound discovery; Speech links; Language and Junior Language link.</i> Thrive, Talkabout, 1:1 and group sessions, Nurture provision and associated training in partnership with the cluster to support pupils' wellbeing Enhanced support in class. Tracking and monitoring of pupil progress. Relevant CPD to ensure we focus on high aspirations and provision for learners.	School staffing structure Working timetables Assessment, recording and reporting records (Termly standards committee report including Teacher assessment updates; Intervention impact reports; Wellbeing assessments including Boxall profiles; Self-evaluation and CPD training logs). Termly evaluation of nurture programme Thrive.

Total budgeted cost: £ £115000.00

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 2023 - 24 academic year.

PDG allocations allowed the school to support learners with experiences to enrich the curriculum.

The School takes good steps to plan, agree and monitor the effective use of all grants. There is a regular review by the leadership team and finance officer to promote progress and remove barriers to learning for pupils eligible for this funding.

As such the impact of the effective use of this funding has been:

- Providing intervention and support programmes that are proven to have the greatest impact and to be sustainable.
- Developing expertise of staff to meet needs of disadvantaged learners' catch up provision, other interventions using bespoke support as identified by staff.
- Enhancing Thrive, Nurture provision and other interventions such as 'Talk about' to support and enhance pupil well-being.
- Implementing and using data tracking systems to identify learners' needs, target interventions and monitor impact.
- Enhanced opportunities to support all pupils returning from a blended approach that supports all pupils in accessing relevant learning opportunities.
- Further opportunities for pupils to engage with school-based staff as part of the recovery curriculum and specific support for well-being needs included target pupils and groups.
- Improved pupil: staff ratios.
- Developing a strong leadership capacity to prioritise the impact on the quality of provision and outcomes.
- Supplementing the funding of school visitors, therefore removing barriers to access to enhanced opportunities (previously limited due to Covid).
- Providing improved resources to support continuous and enhanced provision for learners.
- Further developing opportunities for outdoor learning.
- Providing additional staffing & resources at break/lunchtimes in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem.

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
Monster Phonic Training	Monster Phonics
CSC training programmes	CSC
Thrive	The Thrive Approach
Seesaw	Seesaw Education
Collective Learning Prof Learning Programmes	Collective Learning
Talk for Write Training	T4W

Further information (optional)

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