



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2023 to 2024 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**

<b>Detail</b>	<b>Data</b>
School name	St Patrick's RC Primary School
Number of pupils in school	207 (+39 Nursery pupils)
Proportion (%) of PDG eligible pupils	24% (49 pupils)
Date this statement was published	16.10.23
Date on which it will be reviewed	08.04.24
Statement authorised by	SIP
PDG Lead	Sarah Euden
Governor Lead	Tony Cook

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£28,750
EYPDG funding allocation this academic year	£14,950
<b>Total budget for this academic year</b>	<b>£43,700</b>

### **Part A: Strategy Plan**

#### **Statement of Intent**

- *FSM and other vulnerable pupils receive appropriate academic and/or wellbeing intervention and support to achieve their full potential*
- *Improved outcomes and increased attainment for targeted pupils*
- *Increased family engagement*

#### **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 pupils will receive specialist support that results in pupils making progress emotionally and socially, and being able to self-regulate their behaviour.	Pupil well-being is at the heart of everything that we strive to achieve in St Patrick's. All pupils will access provision that matches their needs. All pupils will be happy in school and settle well into the school routines of the day. All pupils feel safe, confident and able to learn due to the provision offered.
All pupils make good progress in reading, writing and numeracy as a result of high quality support and intervention.	All pupils make expected progress in their reading, writing and numeracy skills relevant to their starting point.
All parents have access to tools and resources that support their children's development, attitudes to learning and attainment.	Parents engage in discussions, workshops, homework and events in the life of the school. Class teachers report regularly on pupil progress in communication with parents.

### Activity in this academic year

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

As a school we have agreed to: <ul style="list-style-type: none"> <li>Identify groups of learners (including FSM) and track their progress in reading, writing and numeracy</li> <li>Use school monitoring and assessment systems to identify barriers to learning, plan for next steps and monitor progress</li> <li>Plan and deliver effective intervention programmes to meet the needs of vulnerable pupils</li> <li>Provide staff training to secure standards of attainment and achievement for vulnerable pupils through intervention programmes and classroom support</li> <li>Support parents and ensure that they have the right information and resources to help their children succeed</li> <li>Develop the EBSA approach to improve pupil attendance</li> <li>Subsidise the cost of enrichment activities for FSM pupils</li> </ul>
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### Learning and Teaching

Budgeted cost: £26, 130

Activity	Evidence that supports this approach
<i>Small group support for literacy and numeracy in Reception – Year 6</i>	EEF Teaching and Learning Additional staff to support teaching and learning enables bespoke intervention for learners identified with need

### Community Schools

Budgeted cost: £2,620

Activity	Evidence that supports this approach
Parent workshops and resources to help children succeed	EEF – Parental Involvement

Implementation of EBSA approach

Parents are more likely to confidently support their child on their learning journey if they know what to expect, what support is needed and if they have the right skills and resources

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

Budgeted cost: £14,950

Activity	Evidence that supports this approach
<i>Teaching Assistants to support vulnerable pupils through daily nurture groups, ELSA (for the equivalent of 2 days a week), The Flourish Programme and bespoke pupil check ins</i>	EEF – Social and Emotional Learning The purposeful use of well-being practitioners enables learners and their families to be appropriately supported. Developing learner’s social and emotional skills is central to what we do within the school. Happy, emotionally literate and resilient learners who fully engage in their education will have a more positive approach to learning and impact on standards of attainment. Gwent Whole School Approach (5 Ways to Wellbeing)

**Total budgeted cost: £ 43,700**

**Part B: Review of outcomes in the previous academic year**

Provision of small intervention groups to raise standards in literacy and Numeracy skills	All pupils involved in small group intervention made progress. Most pupils made expected progress, and some exceeded expectations. A small minority of pupils who did not make expected progress have been identified for new intervention planning in 2023/24 All FSM pupils at the end of Foundation Phase and KS2 met their targets.
Provision for emotional wellbeing and nurture groups.	All pupils made progress and have developed further strategies to manage their worries and concerns. Pupils with behavioural difficulties made progress with emotional literacy and are becoming more successful at regulating their behaviour. Teachers report the impact that intervention has had on perseverance, attitude to learning and pupil progress has been good.