**Annex B: Pupil Development Grant Strategy Statement**

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school’s template below.

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

## 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.

## School Overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Peterston super Ely Church in Wales Primary School |
| Number of pupils in school  | 138 FT/ 150 total |
| Proportion (%) of PDG eligible pupils | 16.6% |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Owen Turner |
| PDG Lead | Owen Turner |
| Governor Lead | Lorna Cross |

**Funding Overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this financial year | £40250 |
| **Total budget for this financial year** | £40250 |

# Part A: Strategy Plan

## Statement of Intent

|  |
| --- |
| *You may want to include information on:** *We want to support and improve the basic skills of pupils entering school and support their well-being as they move through the school.*
* *We want all pupils to be working at age appropriate levels of phonics, reading and speech.*
* *We want all pupil to be supported in their well-being so that they are happy attending school and recognise school as a safe place to be.*
 |

## 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 ensure high-quality provision and practice for inclusion, well-being andteaching, and improve the outcomes and well-being of all learners | Identify and monitor the needs of the pupils. |
| Raise standards and improve provision for the basic skills of pupils in numeracy and literacy, by providing early year’s interventions focused on speech and language, phonics and basic number skills. | Support pupils basic skills including assess, identify, plan programs of work and monitor individual targets for pupils speech and language development.  |

**Activity in this academic year**

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

|  |
| --- |
| Funding LSAs and resources to deliver interventions and support for pupils.  |

### Learning and Teaching

Budgeted cost: £24586

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| Deliver appropriate programmes such as, fine and gross motor skills (Dough Disco), speech and language (WellComm, Speech Links and Language Links) and small group interventions in both literacy and maths. | EEF evidence on *Oral language interventions, Phonics and Teaching Assistant Interventions* |

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

Budgeted cost: £24586

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| *Purchase the ‘Facts for Life’ resource to support the teaching of well-being* | In line with *Framework for embedding a whole school approach to emotional and mental well-being* |
| *Funding for full-time teaching assistants to be available as ‘trusted adults’ to support the emotional needs and well-being of pupils*  | Trauma Informed School approach |

**Total budgeted cost: £49172 (PDG allocation is £40250)**

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

## PDG outcomes

The funding allowed us to provide teaching assistants who provided appropriate programs that raised pupils basic skills levels and supported them in accessing areas of the curriculum.