

Pupil Development Grant Strategy Statement

Since 2022-2023 it has been a requirement that schools complete and publish a statement on their PDG strategy. Ours can be seen below.

This statement details our school's use of the PDG for the 2024 to 2025 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 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | Owen Turner |
| PDG Lead | Owen Turner |
| Governor Lead | Lorna Cross |

Funding Overview

| Detail | Amount |
|---|---------|
| PDG funding allocation this financial year | £34,500 |
| Total budget for this financial year | £34,500 |

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 and teaching, 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 | EEF evidence on <i>Oral language interventions, Phonics and Teaching Assistant Interventions</i> |

| | |
|---|--|
| and Language Links) and small group interventions in both literacy and maths. | |
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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 |
|--|--|
| <i>Purchase the Motional resource to support the teaching of well-being</i> | <i>In line with Framework for embedding a whole school approach to emotional and mental well-being</i> |
| <i>Funding for full-time teaching assistants to be available as 'trusted adults' to support the emotional needs and well-being of pupils</i> | Trauma Informed School approach |

Total budgeted cost: £49172 (PDG allocation is £34,500)

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 effectively raised pupils basic skills levels and supported them in accessing areas of the curriculum.