

## 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	All Saints Catholic Primary School
Number of pupils in school	209
Proportion (%) of PDG eligible pupils	50%
Date this statement was published	Jan 2024
Date on which it will be reviewed	March 2024
Statement authorised by	HT and COG
PDG Lead	Joe Price
Governor Lead	Phyllis Zagozda

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£103500
EYPDG	£ 36800
<b>Total budget for this academic year</b>	<b>£ 140300</b>

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

#### **Statement of Intent**

- Our plan sets out a number of measures to ensure we develop an excellent and equitable provision within our school which will progressively reduce inequalities in the educational outcomes for children living in low-income households.
- Our plan focuses on high quality learning and teaching and on Health and wellbeing of children

#### **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
<p>All FSM/ vulnerable children to receive additional support in literacy and numeracy. There will be a focus on reading through RWI (Phonics) reading Tuesday to Friday and 100% grant funded TA two days a week</p>	<p>All children receiving intervention to make at least 3 months improvement in reading ages and numeracy ages.</p>
<div data-bbox="153 416 842 535" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teaching assistant support through ELSA FP and Number recovery in Year 1</p> </div> <div data-bbox="153 577 842 748" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teaching assistant support LLC and MD using catch up from Year 2 to year 6. Numeracy screening and support and programmes of intervention 2 days per week full time (Salary)</p> </div> <div data-bbox="153 752 842 949" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teaching Assistant support in Reception Class providing Numicon and number recovery catch-up programme (Salary)</p> </div> <div data-bbox="153 954 842 1223" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teaching assistant to provide THRIVE across the school and literacy intervention in upper Years (5 and 6) (Salary and subscription)</p> </div> <p>Transport costs to subsidise trips, swimming and events</p> <p>Upbeat Music tuition (drumming and expressive dance (R-Yr 6)</p> <p>After school club resources</p> <p>STEM resources for whole school</p>	<p>Targeted small group tuition to improve wellbeing. Analyse data from PASS survey</p> <p>Numerical strategies to be taught using consistent PCA approach to address gaps in learning to show progress</p> <p>Through teacher assessment and evidence to show progress from each child's baseline</p> <p>Analysis of THRIVE assessment to show improvements in scores according to developing an identity, distinguishing between fantasy and reality, exploring power with responsibility and feeling secure with a motivation to develop own skills further</p> <p>Increase in children's wellbeing with an increase in readiness to learn from new experiences. (Teacher assessment)</p> <p>Improvement in musical mastery</p> <p>Improve wellbeing and sense of belonging and participation</p> <p>Increase in children's interest in the world around them and develop a sense of wonder through STEM</p>

IT equipment to assist with improving reading to provide every child with a device	Increase in PM benchmarking scores and reading ages
Early years improvements to outside area	Improved gross motor skills and engagement in outdoor activities

### Activity in this academic year

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

<ul style="list-style-type: none"> <li>• Employ TA (RP) 2 days per week to provide numeracy catch up and reading intervention 100% PDG salary</li> <li>• Salaries for TAs providing interventions for number recovery, numicon and reading in EY and Year 1 and 2 (CM, CB, LK)</li> <li>• 50 % salary for TAs to provide THRIVE and ELSA throughout the school (CF, TR)</li> <li>• Purchase of neurodevelopment software and SOW from N to Yr6 to compliment our trauma informed approach and relationships policy to improve wellbeing and brain development</li> <li>• Subsidised trips costs</li> <li>• Music provision</li> <li>• Improvements to Early Years learning environments (both inside and outside)</li> <li>• Sports participation</li> <li>• Arts participation</li> </ul>
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### Teaching and Learning

Activity	Evidence that supports this approach
Employment of staff to deliver additional literacy support i.e. RWI, catch up numeracy and reading,	1:1 and small group tutoring Synthetic Phonics (RWI)
Employment of staff to deliver additional maths interventions (Catch-up maths)	Maths intervention

## Community Schools

Activity	Evidence that supports this approach
Support for families in purchasing school uniform and affording residential trips.	Improving parental and pupil engagement (See results below from Spring term parent questionnaire)

Activity	Evidence that supports this approach
Further training and development of the ELSA, Myhappy mind and THRIVE programmes	Social and emotional learning

## PDG outcomes 2023.24

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

- Numeracy Catch-up (Y3 to 6) – from last term – in all year groups, nearly all children (FSM, non FSM, Vulnerable), have made at least 3 months progress or more from their previous numeracy age. The few children, who did not make this progress have been identified for support/intervention with Mr Phillips this term. In year 6/3 boys outperform girls and in year 5/4 girls outperform boys; this has been highlighted to teachers, who will use their planning to address any anomalies
- PASS Survey – the results from Feb 2024 show that nearly all children have positive feelings about school, preparedness of learning, learner self-worth. Many children are positive about their response to learning. My Happy Mind has been introduced this term to support both learner and staff wellbeing to tackle some of the areas of the PASS survey, which are showing learners with more negative feelings:
- THRIVE: Increase in percentage scores for vulnerable and FSM children
- Parent Questionnaire Data December 2023 (75 parents responded) – 88% of parents either strongly agree or agree that their children are confident in learning. 85% of parents either strongly agree or agree that the school helps their child if they are upset. 81% of parents with strongly agree or agree that the school helped their child to make friends. 94% agree or strongly agree that the school celebrates their children’s success. 87% of parents either strongly agree or agree that the school offers a good range of after school clubs. 92% of parents either strongly agree or agree that their child likes coming to school. 89% of parents either agree or strongly agree that the teachers care about their child. 84% either strongly agree or agree that the school listens to the views of parents and carers.