

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement 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	All Saints Catholic Primary School
Number of pupils in school	192
Proportion (%) of PDG eligible pupils	39% (3 year average)
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	HT and COG
PDG Lead	Joe Price
Governor Lead	Tim Baxter

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£77,844
EYPDG	£ 17,250
Total budget for this academic year	£ 95,094

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>
<p>Teaching assistant support through ELSA FP and Number recovery in Year 1</p> <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> <p>Teaching Assistant support in Reception Class providing Numicon and number recovery catch-up programme (Salary)</p> <p>Teaching assistant to provide ELSA across the school and literacy intervention in upper Years (5 and 6) (Salary and subscription)</p> <p>Transport costs to subsidise trips, swimming and events</p> <p>Learning environments upgraded in line with new vision for pedagogy</p> <p>After school club resources</p> <p>Learning resources for whole school</p> <p>IT equipment to assist with improving reading to provide every child with a device</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 ELSA assessment to show improvements in scores according to developing an identity, distinguishing between fantasy and reality, exploring 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 standards of LLC and numeracy across the curriculum</p> <p>Improve wellbeing and sense of belonging and participation</p> <p>Increase in children's independence and skills</p> <p>Increase in PM benchmarking scores and reading ages</p>

Early years improvements to outside area (EYPDG)	Improved gross motor skills and engagement in outdoor activities
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Activity in this academic year

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

- TA (RP) 2 days per week to provide numeracy catch up and reading intervention 100% PDG salary
- Salaries for TAs providing interventions for number recovery, numicon and reading in EY and Year 1 and 2 (CM, CB, LK)
- 50 % salary for TAs to provide ELSA throughout the school (CF, TR)
- 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
- Subsidised trips costs
- Improvements to Early Years learning environments (both inside and outside)
- Sports participation
- Arts participation

Teaching and Learning

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

Community Schools

Activity	Evidence that supports this approach
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Support for families in purchasing school uniform and affording residential trips.	Improving parental and pupil engagement (See results below from Spring term parent questionnaire)
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Activity	Evidence that supports this approach
Further training and development of the ELSA, Myhappy mind programmes	Social and emotional learning

PDG outcomes 2025.26 (to follow)

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

- Reading interventions and initiatives, and 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 and Reading age. The children, who did not make this progress have been identified for support/intervention with Mr Phillips this term. In year 3 and 6 boys outperform girls and in year 4 and 5 girls outperform boys; this has been highlighted to teachers, who will use their planning to address any anomalies
- **PASS Survey** – the results from Feb 2025 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:
- **Parent Questionnaire Autumn 2025** (70 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.