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

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| **Detail** | **Data** |
| School name | St Joseph’s RC Primary |
| Number of learners in school | 210 |
| Proportion (%) of PDG eligible learners | 9% |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | T Lynch |
| PDG Lead | T Lynch |
| Governor Lead | Andie O’Brien |

## Funding Overview

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| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year | £ 21, 896 |
|  |  |
|  |  |
| **Total budget for this academic year** | £ 916,154 |

## Part A: Strategy Plan

### Statement of intent

*What are your ultimate objectives for the children being supported?*

All children in St Joseph’s should be given the opportunity to live our vision and mission objectives ‘Believe, Belong, Become.’

*How does your current strategy plan work towards achieving those objectives?*

This strategy plan details our Pupil Development Grant Spend which supports our curriculum offer for all our pupils. Our support considers the whole child, which is important to us at St Joseph’s– looking at social and emotional wellbeing, academic progress and lifelong learning.

*What are the key principles of your strategy plan?*

St Joseph's has a staffing approach that ensures high-quality teaching and learning opportunities for all students. Our idea supports whole-school approaches to new learning for all students, including additional layers of intervention. These include speech and language, communication, literacy, and numeracy skills, as well as pastoral support measures.

### 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.

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| **Intended outcome** | **Success criteria** |
| To develop and support staff to work with vulnerable groups to raise attainment, attendance and well-being so that they can attain academically, by developing a school culture of self-regulation, reflection and quality feedback. | Children make progress academically, socially and emotionally through high quality bespoke intervention and support. |
| Improved wellbeing for all pupils | ELSA targets are broadly met  Staff are well trained and have access to high quality training |

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

### Learning and teaching

Budgeted cost: £ 21,896

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| **Activity** | **Evidence that supports this approach** |
| Providing training for staff to enable them to effectively support the emotional needs of pupils and their parents | Staff ratios of 1:15 or less in FP  Investing in professional development for teaching assistants to deliver structured interventions for improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. |

### Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 7574

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| **Activity** | **Evidence that supports this approach** |
| Providing a Learning Support Assistant to provide support for pupils and their families facing poverty and deprivation | This builds positive partnerships and responds to the needs of both children and families. |

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

Budgeted cost: £100 approx plus supply cover

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| **Activity** | **Evidence that supports this approach** |
| Train another ELSA staff member | Investing in professional development for teaching assistants to deliver structured interventions for improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. |

Total budgeted cost: £*29,570*

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

### PDG outcomes

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

We supported our pupils by employing TAs who ran intervention programmes throughout the year to maximise learning in phonics, reading, literacy, maths, numeracy and emotional wellbeing. Provided a TA for 0.25% of the week to support ELSA.

### Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

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| --- | --- |
| **Programme** | **Provider** |
| Team games, football skills | County in the Community |
| Gateway rugby | Dragons Rugby |

## Further information

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| We have a food delivery fortnightly provided by the SVP which is a variety of food items.  We have subsidised all trips and experiences so no child misses out.  We used SVP money for residential trips donated to the school to support families.  We have a termly free uniform shop. |