

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Our Lady and Saint Michael's
Number of pupils in school	212
Proportion (%) of PDG eligible pupils	19%
Date this statement was published	1/10/24
Date on which it will be reviewed	29/3/25
Statement authorised by	Mr V Evans
PDG Lead	Mr V Evans
Governor Lead	Mrs J Battersby

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£54,411
Total budget for this academic year	£1,123, 603

Part A: Strategy Plan

Statement of Intent

At OLSM Primary school we believe all children regardless of socio-economic background should achieve and progress during their primary education.

Our Pupil Development Grant (PDG) is used to provide-

- Support to all e-FSM learners – we want to see all e-FSM learners progress and all e-FSM learners access support, including more able learners.
- Develop staff, both teaching and support, in the use of practice such as developing independence in pupils learning, effective differentiation and quality feedback to promote closing the gap development.

-Intervene early to address weakness, particularly in literacy and numeracy.

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
Support to all e-FSM learners emotional well-being.	We want to see all e-FSM learners progress in their learning after accessing support including more able learners.
Develop staff, both teaching and support, in the use of practice developing independence in pupils learning, effective differentiation and quality feedback to promote closing the gap development.	Effective support allows learners to progress in their learning and make progress.
Intervene early to address weakness, particularly in literacy and numeracy.	Pupils show progress in their phonics, reading, writing and maths ability in line with peers.

Activity in this academic year

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

- Ensure effective adult/pupil ratios to ensure effective learning is achieved to learners in progression step 1 and 2.
- Provide all learners with effective processes to support emotional wellbeing and emotional development to enable be able to learn.
- Deliver effective phonic/reading processes to enable all learners to become independent readers and have functional literacy.

Learning and Teaching

Budgeted cost: £ 31,513

Activity	Evidence that supports this approach
Oral language intervention and reading comprehension strategies.	Oral language intervention and reading comprehension strategies allows pupils to progress by up to 6 months as suggested by EEF data.
Literacy interventions to support children demonstrating phonic and reading difficulties.	Specific phonics teaching allows pupils to progress by up to 5 months as suggested by EEF data.
LSA's provides intervention support for identified pupils.	Teaching assistant intervention allow pupils to progress by up to 4 months. (EEF data)

Community Schools

Budgeted cost: £ 0

Activity	Evidence that supports this approach
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Add or delete rows as needed.	
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £26,045

Activity	Evidence that supports this approach
Add or delete rows as needed.	
Social and emotional learning.	Social and emotional learning provided in OLSM by the ELSA lead and other therapeutic processes can allow pupils to progress by up to 4 months as suggested by EEF data.

Total budgeted cost: £ 57,558

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.

Emotional support

ELSA support showed that all pupils (Including eFSM pupils) that attended had a positive impact on their learning.

Therapy dog interactions promoted pupil well-being while the year 6 reading project for reluctant readers to read to the therapy dog, showed excellent impacts on pupil self-esteem and reading progress.

Phonic, reading and national personalised assessment information

Reception - 80% of eFSM pupils show progress from starting points. 1- eFSM child started in class late after little/no nursery provision but is starting to settle in school and confidence and ability is improving.

Year 1- 20% of eFSM pupils have made good progress in reading and phonics. 1 child is EBSA, 1 Child is SALT, 1 child has had ACE issues that have impacted well-being and engagement. The children who are making small progress will continue to receive intervention in September.

Year 2-eFSM pupils show progress in phonic and reading attainment. See termly tracker. All eFSM pupils in line with their peers via personalised assessments.

Year 3-All eFSM pupils show reading and phonic progress.
All eFSM pupils show reasoning maths and reading ability in line with peers. 80% eFSM pupils show procedural maths diagnostics progress in line with peers.

Year 4-All eFSM pupils show reading ability in line with national averages. All eFSM pupils showed ability in line with national averages in procedural maths. 86% eFSM pupils showed ability in line with national averages and peers in maths reasoning.

Year 5-All eFSM pupils showed reading ability and procedural maths in line with national averages and with their peers. 66.6% eFSM pupils showed ability in line with national averages and peers in maths reasoning.

Year 6-all eFSM children in line with their peers in reading and also in personalised assessments.

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.

Programme	Provider
N/A	

Further information (optional)

Our school will continue to follow the RADY principle to reduce the impact on families from socio-economic deprived backgrounds and will work with the MCC tackling aspects of poverty agenda to ensure all pupils from different backgrounds are able to progress to the best of their abilities while ensuring that all pupils aspire to achieve and have access to experiences that allow equity for all.