

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.

*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	211
Proportion (%) of PDG eligible pupils	22%
Date this statement was published	9/10/23
Date on which it will be reviewed	29/3/24
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	£57, 500
Total budget for this academic year	£1,111,142

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 metacognition, growth mind-set and quality feedback.
- 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 such as metacognition, growth mind-set and quality feedback.	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.

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Learning and Teaching

Budgeted cost: £ 23,598

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	
Eligible pupils are monitored and supported when required to ensure they progress in line with peers.	Individualised instruction can support pupil progress by up to 4 months. (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.
Additional LSA in LP class.	Additional LSA to support play based learning of children may allow pupils to progress by up to 5 months as suggested by EEF data.
LSA 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
<i>Add or delete rows as needed.</i>	

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

Budgeted cost: £ 33.902

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	
Deployment of a HLTA to deliver ELSA interventions to support pupil wellbeing.	Social and emotional learning support allows children to progress by up to 4 months as suggested by EEF data.
Eligible pupils are supported to take part in curriculum educational trips and outdoor learning.	Arts based opportunities may support pupil to progress by up to 3 months as suggested by EEF data. Social and emotional learning support allows children to progress by up to 4 months as suggested by EEF data.

Total budgeted cost: £ 57,500

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 2022 to 2023 academic year.

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.

National diagnostic analysis showed the following-

Year 2 - Reading, standardised score 100% of eFSM pupils in-line with their non eFSM peers.

Year 2 – maths diagnostic, standardised score 66% of eFSM pupils in line with their peers.

Year 2 – maths reasoning, standardised score 20% of eFSM pupils in-line with their peers.

Year 3 - reading, standardised score 100% of eFSM pupils in-line with their non eFSM peers.

Year 3 – maths diagnostic, standardised score 83% of eFSM pupils in line with their peers.

Year 3 – maths reasoning, standardised score 83% of eFSM pupils in-line with their peers.

Year 4 - reading, standardised score 86% of eFSM pupils in-line with their non eFSM peers.

Year 4 – maths diagnostic, standardised score 100% of eFSM pupils in line with their peers.

Year 4 – maths reasoning, standardised score 80% of eFSM pupils in-line with their peers.

Year 5 - reading, standardised score 100% of eFSM pupils in-line with their non eFSM peers.

Year 5 – maths diagnostic, standardised score 87.5% of eFSM pupils in line with their peers.

Year 5 – maths reasoning, standardised score 92% of eFSM pupils in-line with their peers.

Year 6 - reading, standardised score 100% of eFSM pupils in-line with their non eFSM peers.

Year 6 – maths diagnostic, standardised score 100% of eFSM pupils in line with their peers.

Year 6 – maths reasoning, standardised score 100% of eFSM pupils in-line with their peers.

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.