

Pupil Development Grant School Statement template

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.

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	High Street Primary School
Number of learners in school	240
Proportion (%) of PDG eligible learners	29%
Date this statement was published	October 21 st 2024
Date on which it will be reviewed	Half Termly
Statement authorised by	Sarah McKee
PDG Lead	Sarah McKee, Headteacher
Governor Lead	Jamie Phillips Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£86,250
Additional £6,831 allocated from school fund	£6,831
Total budget for this academic year	£86,250 (PDG) £93,081 (+school funding)

Part A: Strategy Plan

Statement of intent

As a school we intend to reduce barriers to learning for our learners through early intervention procedures, effective training for staff, enhanced parental engagement and the nurture of aspirations and talents. Our focused objective is to enable equity to ensure equality for all learners.

We will achieve this through targeted professional development opportunities for our staff, the external support of outside provisions to support parental engagement and adult learning, early intervention and support procedures through a dedicated wellbeing and forest lead.

As a school we believe a focus on removing barriers to ensure equity for all our learners will enable equality and will improve learner outcomes.

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>To deliver 1:1, paired and small group interventions across the school.</p> <ul style="list-style-type: none"> ● Trauma training / PACE ● Flourish ● Sensory needs ● Learning through play ● ELSA ● Talk About ● Precision Teaching ● Motional ● Talk About ● Inner Chimp ● Bespoke provision placed for learners 	<ul style="list-style-type: none"> ● Staff are confident in their roles and responsibilities. ● Resources and provision used effectively and with understanding to meet needs of all individuals. ● Informed practice meets specific needs of learners. ● Interventions reflect progress for all learners from their starting points. ● Improved outcomes for learners.
<ul style="list-style-type: none"> ● Improved parental engagement removes barriers to learning. 	<ul style="list-style-type: none"> ● An increasing number of parents engage with opportunities, supporting learners towards improved academic outcomes for learners.

<ul style="list-style-type: none"> • Parents and children learn basic skills together, supported by locally available provisions. 	<ul style="list-style-type: none"> • Parents are confident in their ability to support their children's learning. • Learner outcomes improve.
<ul style="list-style-type: none"> • The provision of outdoor learning in 'Friendship Forest' is a positive factor in improving wellbeing of learners 	<ul style="list-style-type: none"> • Consistent and daily provision for learners across the school resulting in improved outcomes.
<ul style="list-style-type: none"> • The aspirations and talents of learners and parents are recognised. e.g. Adult learning and provision of music lessons for learners. 	<ul style="list-style-type: none"> • Cost is not a barrier to nurturing talents and aspirations. • Talents and aspirations are nurtured. • Improved wellbeing of families.

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: £39,342

Activity	Evidence that supports this approach
To deliver 1:1, paired and small group interventions across the school.	<ul style="list-style-type: none"> • Staff are confident in their roles and responsibilities. • Resources and provision used effectively and with understanding to meet needs of all individuals. • Informed practice meets specific needs of learners. • Interventions reflect progress for all learners from their starting points. <ul style="list-style-type: none"> • Staff voice • Pupil voice • Parent voice <p>Assessment Data:</p> <ul style="list-style-type: none"> • Selfie • Flourish • Motional • Elsa • Talk About • Precision Teaching • Inner Chimp • Bespoke provisions

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: £28,679

Activity	Evidence that supports this approach
Parental Engagement (FT Wellbeing lead)	<ul style="list-style-type: none"> ● Full time wellbeing lead in role engaging and supporting learners and parents. ● Emotional health and wellbeing lead provides 1:1, paired and small group support / interventions for learners and parents ● Parents are confident in their ability to support their children's learning. ● Staff voice ● Parent voice ● Pupil voice ● Data as detailed above
Parents and Children learning basic skills together, supported by locally available provisions.	<ul style="list-style-type: none"> ● Emotional health and wellbeing lead provides 1:1, paired and small group support / interventions for learners and parents ● Parents are confident in their ability to support their children's learning. ● Staff voice ● Parent voice ● Pupil voice ● Data as detailed above

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

Budgeted cost: £ 25,060

Activity	Evidence that supports this approach
Use of outdoor learning / Friendship Forest to support pupil wellbeing.	<p>1 full time member of staff, consistent and daily provision for learners across the school.</p> <ul style="list-style-type: none"> ● Staff voice ● Parent voice ● Pupil voice ● Data as detailed above
The aspirations and talents for learners are recognised. e.g. adult learning, provision of music lessons.	<p>Needs are met. Barriers to learning are removed. Talents and aspirations are nurtured.</p> <ul style="list-style-type: none"> ● Staff voice ● Parent voice ● Pupil voice ● Data as detailed above

Total budgeted cost: £93,081

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.

Activity	Impact
Supporting interventions and learning. Adults resource. Wellbeing Lead Family Engagement Lead 1:1 support / intervention adults.	Children accessed provision on a consistent basis resulting in improved wellbeing scores across the school. Supported by following data: Assessment Data: <ul style="list-style-type: none"> ● Selfie ● Motional ● Elsa ● Talk About ● Precision Teaching ● Inner Chimp ● Bespoke opportunities.
Provision of music lessons for two learners.	Both children continued to undertake lesson. Confidence and self-esteem improved for both learners. Supported by Selfie Data.

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
Flourish Wellbeing Prog. (Y5)	Flourish

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.