**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT- Deri Primary School 2022-2023**

*This statement details our school’s use of the PDG for the 2022 to 2023 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.*

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| ***School Overview* Detail**  | ***Data*** |
| School name  | Deri Primary School |
| Number of pupils in school  | 78 |
| Proportion (%) of PDG eligible pupils  | 17.94% |
| Date this statement was published  | 19/10/22 |
| Date on which it will be reviewed  | 01/7/23 |
| Statement authorised by  | Susan Martin |
| PDG Lead  | Susan Martin |
| Governor Lead  | Donna Rogers |

 **Funding Overview**

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|  **Funding Overview Detail**  | **Amount**  |
| PDG funding allocation this academic year  | £ 17250 |
| **Total budget for this academic year**  | £ 420783 |

 **Part A: Strategy Plan**

***Statement of Intent***

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| Pupils being supported will make good progress in academic subjects and in social and emotional wellbeing.The SDP priorities for 2022-2023 identify pupils who will be supported through interventions and in class support from Teaching Assistants who are trained to deliver the interventions. |

 ***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** |
| Pupils to make progress in social and emotional wellbeing  | All pupils receiving Thrive support will undertake an assessment pre and post intervention to measure their progress. All pupils will make progress in their identified need from their starting point. Staff will observe improved self-regulation, engagement with learning and improved positive relationships with peers and adults. |
| Pupils to make progress in literacy | Use of data to identify need and starting point. Timetabled interventions including reading and spelling and precision teaching. Progress measured termly. All pupils to make good progress – minimum of 6 months progress in Salford reading and SWST by the end of the year. |
| Pupils to make progress in maths  | Use of data to identify need and starting point. Timetabled interventions. Progress measured termly. All pupils to make good progress to improve on standardised score in progress in maths. |

**Activity in this academic year**

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

All PDG to fund staff to support in class in Foundation Phase and TA support to run maths, reading, spelling, precision teaching and Thrive intervention.

**Learning and Teaching**

Budgeted cost: £ 10000

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| **Activity**  | **Evidence that supports this approach** |
| TA support to implement all effective Foundation Phase practice including over to you time (part funded with EIG) | Higher ratios in Foundation phase to support learning and small group work has a beneficial impact on pupil outcomes. |
| TA support with intervention programmes across the school. | Improvements in all pupils receiving interventions from their starting point in maths, spelling and reading. |

**Community Schools**

Budgeted cost: £

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| **Activity**  | **Evidence that supports this approach** |
| *Add or delete rows as needed.*  |  |

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

Budgeted cost: £ 7250

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| **Activity**  | **Evidence that supports this approach** |
| *Thrive online subscription and refresher course for TA to deliver Thrive across the school and online subscription £455 and supply cover to deliver the sessions* | All pupils receiving Thrive over that last 5 years have made progress to meet their social and emotional wellbeing targets. This has seen improvements in their engagement in class, their relationships with peers and adults and their self-regulation. |

**Total budgeted cost: £ 17250**

**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 2020 to 2021 academic year.

Only 1 FSM pupil is not making progress in line with expectations despite receiving interventions for reading, spelling, maths and Thrive.

The school runs Thrive as a whole school universal provision alongside circle time which develops good relationships between pupils and all staff promote good behaviour through positive role modelling. This is alongside the bespoke group and individual thrive interventions. The occurrence of inappropriate behaviour between pupils is very low.

***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**  |
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**Further information (optional)**

We are utilising funds from fundraising activities to improve the provision for pupils. We have improved the classroom environments and are currently purchasing new interactive screens. We utilise our private fund to support families when they are unable to fund school trips.