

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT- Deri Primary School 2024-2025

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 the coming 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	Deri Primary School
Number of pupils in school	71
Proportion (%) of PDG eligible pupils	18%
Date this statement was published	16/7/24
Date on which it will be reviewed	16/7/25
Statement authorised by	Susan Martin
PDG Lead	Susan Martin
Governor Lead	Donna Rogers

Funding Overview

Funding Overview Detail	Amount
PDG funding allocation this academic year	£ 19550
Total budget for this academic year	£ 418,716.70

Part A: Strategy Plan

Statement of Intent

Pupils being supported will make good progress in academic subjects and in social and emotional wellbeing.

The SDP priorities for 2024-2025 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.

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 ELSA intervention.

Learning and Teaching

Budgeted cost: £ 10000

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: £

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: £ 9550

Activity	Evidence that supports this approach
Supply cover costs to train new member of staff in <i>ELSA</i> . Staffing costs for TA to deliver <i>ELSA</i> to intervention groups across the school.	All pupils receiving Social and emotional wellbeing intervention 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: £ 19550

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.

The support in the Early Years has enabled all pupils to make good progress. FSM children have made good progress from their starting points at the beginning of the year. All FSM pupils made progress in Read, Write Inc stages of between 2 and 7 stages. 25% of these pupils have met the end of year expectations.

This chart compares the progress made by children in Years 2-6 in 2023 and 2024 in all test data. There has been significant improvement in the % of children making progress. Within this data out of the PDG children 5 out of 9 children did not make progress in their NT reading SS and 1 out of 9 children did not make progress in their NT maths procedural and reasoning. This was due to the fact our intervention teacher left and we have yet to train a TA in the interventions which were running. These pupils have been targeted for intervention in 2024 2025. TA training is currently being undertaken ahead of the next academic year.

	Made Progress	
	2023	2024
Salford Reading ch age	65	100
SWST Spelling ch age	65.7	100
NT Reading SS	45.8	59
NT Maths Procedural ss	60	84
NT Maths Reasoning ss	65.8	87.1

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. However, the member of staff who has been delivering social and emotional wellbeing (Thrive) has left and we must train a new member of staff. We have decided to have the ELSA training going forwards. As a result of this staffing change pupils did not receive social and emotional intervention in the summer term.

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
Thrive	Thrive