PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 2026 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.

School Overview

Detail	Data
School name	Deri Primary School
Number of pupils in school	59
Proportion (%) of PDG eligible pupils	20.33%
Date this statement was published	30.09.25
Date on which it will be reviewed	01.07.26
Statement authorised by	S Everson
PDG Lead	S Everson
Governor Lead	D Rogers

Funding Overview

Detail	Amount
PDG funding allocation this academic year	**£35312**
Total budget for this academic year	£386,247

Part A: Strategy Plan

Statement of Intent

You may want to include information on: *The SDP priorities for 2025-2026 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 literacy	Use of data to identify need and starting point. Timetabled interventions including reading. Progress measured termly. All

	pupils to make good progress – minimum of 6 months progress in Salford reading by the end of the year
Pupils to make progress in literacy	Use of data to identify need and starting point. Timetabled interventions including spelling and precision teaching. Progress measured termly. All pupils to make good progress – minimum of 6 months progress in SWST by the end of the year

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 implement, reading, spelling, precision teaching and ELSA intervention.

Learning and Teaching
Budgeted cost: **£35,312**

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.*Improvements in all pupils receiving interventions from their starting point in maths, spelling and reading.*

Community Schools
Budgeted cost: £ *[insert amount]*

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: £ *[insert amount]*

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

Total budgeted cost: £35,312

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 2024 to 2025 academic year.

Whole School Data

Spelling - 44% of the children have made progress in their spelling ages with 14% staying the same (Single word Spelling Test)
Reading - 98% of the children have made progress in their reading ages with 2% staying the same (Salford Reading Test)
National Personalised Assessments
Mathematics Procedural – 53% have made progress in standardised scores
Mathematics Reasoning - 67% have made progress in standardised scores
Reading - 76% have made progress in standardised scores

FSM and CLA Data

FSM – 22% - all pupils receiving intervention
% FSM Reading intervention 36%
% FSM Spelling intervention 47%
% FSM ELSA intervention 47%

Of these pupils

53% are at or above their chronological age in reading or RWI level (Salford/RWI– summer 2025)
37% are at or above their chronological age in spelling (SWST – summer 2025)
93% are above standardised score of 85 in National Reading Test
86% are above standardised score of 85 in National Mathematics Procedural Test
86% are above standardised score of 85 in National Mathematics Reasoning Test

Implementation of Thrive and ELSA - ELSA data of pupils who have completed the intervention - 100% made progress shown in the post intervention assessment. The SHRN data shows a predominantly positive picture of the health and wellbeing from respondents in years 3-6. ELSA listening to learners activity - 100% of children felt the intervention was beneficial.

Higher ratios FP - Learning walks indicate improving independence of learners and focused play based learning.

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.