

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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.

School Overview

| Detail | Data |
|---------------------------------------|-----------------------|
| School name | Shirenewton Primary |
| Number of pupils in school | 203 |
| Proportion (%) of PDG eligible pupils | 7% |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Shared with Governors |
| PDG Lead | Mr N Penn |
| Governor Lead | Ceri O'Connell |

Funding Overview

| Detail | Amount |
|---|----------------|
| PDG funding allocation this academic year | £12,650 |
| EYPDG funding allocation this academic year | £1,150 |
| Total budget for this academic year | £13,800 |

Part A: Strategy Plan

Statement of Intent

- Pupils across the school to be supported in social and emotional wellbeing
- Staff ensure pupils are making progress in learning and wellbeing - strategies to be reviewed
- Resources purchased to support fine and gross motor skills

Intended Outcomes

| Intended outcome | Success criteria |
|---|---|
| Pupils across the school to be supported in social and emotional wellbeing - ELSA | FSM/Vulnerable pupils to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing. |
| Staff ensure pupils are making progress in learning and wellbeing - strategies to be reviewed | SLT to monitor progress of the FSM/vulnerable pupils, both academically and their social and emotional wellbeing. Progress made with ELSA support. Monitor impact of strategies provided. |
| Resources purchased to support fine and gross motor skills - EYPDG | Reception pupils to have the opportunity to use resources which they may not have at home – in turn, this will support their fine and gross motor skills. |

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Activity in this academic year

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

| |
|---|
| <ul style="list-style-type: none"> • Two Teaching Assistants to be released to cover the role of ELSA • SLT release time to monitor progress of the identified pupils and impact of strategies • Resources purchased |
|---|

Learning and Teaching

Budgeted cost: £ 10,461

| Activity | Evidence that supports this approach |
|---------------------|---|
| TA release for ELSA | ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area |
| Purchase resources | Resources being used by pupils; fine and gross motor skills improve – pupil baseline and observations |

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

Budgeted cost: £3,400

| Activity | Evidence that supports this approach |
|--|--------------------------------------|
| SLT release to monitor impact and progress | SLT to write FADE forms |

Total budgeted cost: £13,800

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 2021 to 2022 academic year.

- ELSA: Pupils benefitted from support and felt more confident talking about their emotions.
- Music tuition: Pupils benefited from the opportunity of playing an instrument and attended subsequent music club s a result of this.
- Intervention KS2: Additional support – small group and individual support for academic, social and emotional. Pupils felt supported and knew who to speak to when stuck in their work.