

**Pupil Development Grant Strategy Statement
St Joseph's Primary School**



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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

School Overview

Detail	Data
School Name	St Joseph's R.C. Primary School
Number of pupils in school	205
Proportion (%) of PDG eligible pupils	21.5%
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs H Wheeler
PDG Lead	Mrs H Wheeler
Governor Lead	Mr M O'Brien

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£47,150
Smoothing PDG additional - £11,194	Smoothing PDG additional - £11,194
School Standards	£95,325
Total budget for this academic year	
Total Spend	

Part A: Strategy Plan

Statement of Intent

- To promote the emotional well-being of all learners
- To reduce the impact of poverty on learners' emotional well-being
- To improve the independence skills of learners in PS3
- To improve opportunities to develop independence skills of learners in PS1 and PS2 provision through purposeful and authentic contexts
- To ensure curriculum design reflects the learning needs of pupils

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
To improve the emotional and social wellbeing of groups of pupils.	<ul style="list-style-type: none"> • Improved attendance of targeted pupils. • Fewer instances of dysregulation • Improved WG scores/teacher assessment • Increased number of school staff trained in emotional well-being strategies and interventions to support learners
To improve the progress of learners and increase opportunities to develop independence	<ul style="list-style-type: none"> • Improved attendance of targeted pupils. • Through pertinent questioning and challenging and engaging teaching and learning experiences, the progress and independent skills of learners improves across the school
To improve the progress of learners specifically in Progression steps 1 and 2 in providing authentic and purposeful learning activities in independent provision	<ul style="list-style-type: none"> • Improved attendance of targeted pupils. • Through relevant, purposeful and authentic learning experiences the progress of learners • Learners have greater ownership of learning in provision
To ensure curriculum design reflects the learning needs of pupils	<ul style="list-style-type: none"> • Improved attendance of targeted pupils • Staff have been trained and are confident to plan appropriate, challenging, purposeful and engaging teaching and learning experiences

To close the attainment gap between socially disadvantaged learners and their peers.	<ul style="list-style-type: none"> • The attainment gap is reduced
To develop sustained parental engagement.	<ul style="list-style-type: none"> • Parental engagement at “curriculum coffee and social information afternoons” increases • Parental engagement at ‘Families learning Together’ sessions increases • Opportunities for parents to become further involved in their child’s learning is increased eg, reading sessions, curriculum learning sessions, curriculum overview sessions, homework activities • Implementation of a Family Thrive programme ensuring a common approach to well being and relationships between home and school • Improved attendance of targeted pupils. • Fewer instances of dysregulation • Improved NT scores/teacher assessment

Activity in this academic year

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

Learning and Teaching

Activity	Budgeted Cost	Evidence that supports this approach
Training for SLT members in Curriculum design with WG	RC supply x 10 half days while training with WG = approx. £1400 Monitoring and evaluation time for SLT to determine impact	Curriculum design is on a 2 year cycle. Staff to be part of the National support for Assessment and curriculum design. A purposeful and meaningful curriculum to be developed for all pupils to achieve their potential Teacher Assessment indicates that a minority of vulnerable learners in Prog

	Supply x 3 days @£280 = £840	Step 3 lack confidence to undertake/initiate tasks independently
Continue to embed Monster Phonics in Progs 1 and 2 Embedding the “Superheroes” spelling scheme to raise standards in spelling	£1,162.80	TA assessment indicated that Monster Phonics has been successful in improving progress for our youngest learners. New Monster phonics scheme to be introduced in Nursery to also be embedded. New spelling scheme to be embedded across school
Subscription for Speech link	£630	Assessment screening tool to identify speech and language needs in our youngest learners
Purchase the publication “First News”	£766	Pupils to be aware of the world around them and news items.
Froebel – Early Education Training for 1 member of staff	12 days supply cover @ £280 pd = £3,360 2 days supply – implementation, monitoring impact across the progression steps = £560	This training emphasises learning through play, creativity, and holistic development. It equips educators and caregivers with practical ways to bring his philosophy into modern practice. Training provides strategies to use play as a tool for learning, supporting problem-solving, imagination, and social skills – learning is authentic and purposeful.
Training/good practice visits for teaching and support staff – early years training	2 teachers x 4 days supply @ 8 x 280 = 2240 2TAs x 4 days supply @ 8x 180 = 1640	Following on from Froebel training – lead practitioner to train other members of staff
Complete maths Mathletics	£950 £1254	WG Summer test results indicate that E fsm pupils need to reinforce the maths skills they are developing in the classroom. These activities can also be accessed as home learning opportunities to engage learners in homework, improve pupil outcomes and increase parental engagement
Ten Ten	£752.40	These resources can be used by parents at home – parental engagement, as well as developing the well-being and spirituality of our learners
Specific, individualised targeted support for identified pupils	£28,142 SMG	New pupils to school in need of additional support

Support staff employed to support groups of learners to improve progress	£28,142 - SB	NT data and Teacher assessment highlights learners making limited progress Results of PASS survey – emotional resilience of learners
Subscription to Traciwr	£799	Track progress of all learners to identify needs for future challenge and support including interventions
School trips and activities fund	£1000	Manor Park Adventure/Llangrannog trips support with payment for vulnerable Efsm pupils to enhance well being
	72,738.20	

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

Activity	Evidence that supports this approach	Cost
Setting up and staffing wellbeing intervention groups	Growing number of pupils requiring additional bespoke emotional support	
Mandatory refresher THRIVE training – to renew licenses x2	Growing number of pupils requiring additional bespoke emotional support	£78 Training x £156 for 2 practitioners = £312 Supply cover x2 = £180 each = £360
Training for a current THRIVE practitioner to become a licensed family THRIVE practitioner	Family Thrive offers families simple strategies and activities that help build positive relationships with children, ensuring that there is a common approach to wellbeing and relationships at home and at school.	£300 training – 10 th and 24 th Feb 2026
Family THRIVE sessions		1 session per term Spring, Summer 180 x 2 = £360 supply TA cover
Learners undertake PASS survey	Growing number of pupils requiring additional bespoke emotional support	Cost of PASS survey 180 x £3.50 = £630 Wellbeing lead – 1 day supply to analyse and track pupils = £220
Resources to support learners' emotional resilience and well-being	Growing number of pupils requiring additional emotional support	£500

P4 City and Guilds Qualification – 2 TAs	Trained staff in physical education to develop the well-being of pupils	Supply costs 2 TAs x 12 days training @ 180 = 2160
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Total budgeted cost: £ 4622