

All Saints C/W Primary School

Pupil Development Grant School Statement

This statement details All Saints C/W Primary School use of the PDG for the 2024 to 2025 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.

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	All Saints CiW Primary School, Barry
Number of learners in school	200
Proportion (%) of PDG eligible learners	5%
Date this statement was published	23rd September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J. Davies
PDG Lead	G. Ashworth
Governor Lead	S. Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£17250
Total budget for this academic year	£17250

Part A: Strategy Plan

Statement of intent

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.

At All Saints C/W Primary School, we are committed to ensuring that all pupils, especially those from disadvantaged backgrounds, have access to high-quality learning experiences that will enable them to thrive academically, socially, and emotionally. For the 2024-2025 academic year, the PDG funding of £17,250 will be allocated to key areas that align with our school's mission to nurture the whole child. Below is a breakdown of how the PDG will be used across various categories:

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

Budgeted cost: **£7,500**

Activity	Evidence that supports this approach
Targeted interventions: Deploy additional teaching assistants to provide one-to-one and small group interventions in literacy and numeracy, focused on pupils who are underachieving.	Improved attainment levels in literacy and numeracy, evidenced through end-of-term assessments.
Professional development for teachers: Invest in high-quality training on evidence-based strategies such as differentiated instruction, formative assessment, and feedback to ensure teaching meets the needs of all pupils.	Pupil progress tracked through baseline and follow-up assessments.
Learning resources: Purchase additional learning materials, including digital tools, literacy kits, and math manipulatives, to support targeted learning groups.	Improved teacher evaluations from professional development.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: **£5,250**

Activity	Evidence that supports this approach
Parent engagement workshops: Provide workshops to equip parents with the skills to support their children's learning at home, focusing on literacy and numeracy.	Increased parental involvement in school activities, measured through attendance and feedback.
Family learning events: Organise family days where parents and children engage in joint learning activities, fostering positive attitudes toward learning at home.	Enhanced home-school communication, tracked through parent surveys and parent-teacher meetings.
Community outreach programs: Develop initiatives that provide after-school support for pupils, including homework clubs and mentoring schemes.	Positive feedback from families attending outreach programs.
Workshops on mental health: Collaborate with local health services to deliver sessions on mental well-being for families and children.	Reduced absenteeism rates as families feel more supported in managing mental health and academic challenges.
Multi-agency collaboration: Work with social services, local health providers, and educational psychologists to ensure vulnerable pupils receive the necessary support.	Case studies of vulnerable pupils showing improved well-being and academic progress.
Access to external expertise: Invite professionals from other services to provide advice and resources on areas such as speech and language therapy or behaviour management.	Increased referrals to and support from external services.

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach
Mental health support: Invest in staff training to develop mental health first aid skills, allowing for early identification and intervention for pupils experiencing emotional difficulties.	Improved well-being scores from pupil well-being surveys.
Well-being programs: Introduce mindfulness and emotional resilience programs across all year groups to help pupils develop coping strategies.	Reduced incidents of behaviour-related issues as tracked through behaviour logs.
Curriculum enrichment: Provide additional opportunities for pupils to engage in extracurricular activities such as arts, music, and sports, ensuring pupils from disadvantaged backgrounds have access to a broad and balanced curriculum.	Increased pupil participation in extracurricular activities, measured through attendance records.
Educational trips: Fund trips and experiences that enhance pupils' learning, linking them to the national curriculum and offering pupils real-world experiences.	Positive feedback from pupils and parents regarding educational trips.
Leadership training for staff: Provide leadership development opportunities for staff to ensure a high standard of curriculum delivery and pastoral care.	Leadership evaluations showing improved school-wide performance in leadership roles.
Pupil leadership programs: Establish a pupil leadership program where pupils from disadvantaged backgrounds are encouraged to take on roles such as school council representatives, helping to raise their aspirations.	Increased participation in pupil leadership programs from disadvantaged groups.

Total budgeted cost: **£17,250**

We believe that the strategic allocation of the PDG for the 2024-2025 academic year will support All Saints C/W Primary School in addressing the challenges faced by our disadvantaged pupils and help us build a more inclusive, supportive, and high-achieving school environment.

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 Pupil Development Grant (PDG) funding of £9,200 for the 2023-2024 academic year has had a significant positive impact on the pupils of All Saints C/W Primary School, particularly those from disadvantaged backgrounds. The funding was strategically allocated to support interventions in literacy, numeracy, and well-being, ensuring that all pupils had access to the support they needed to thrive.

1. Literacy and Numeracy Interventions

Objective:

To raise the attainment of pupils who were falling behind in literacy and numeracy.

Impact:

- **Small Group and One-to-One Interventions:** PDG funding allowed us to provide additional teaching support for small group and one-to-one sessions targeting underperforming pupils. Trained teaching assistants worked closely with pupils who needed extra help in reading, writing, and numeracy.
- **Improved Outcomes:** Pupils receiving these interventions showed marked improvements in their end-of-term assessments. The personalised nature of the support helped close the gap between disadvantaged pupils and their peers.

2. Well-being, Nurture, and ELSA Programmes

Objective:

To support the emotional well-being of pupils, particularly those experiencing anxiety, low self-esteem, or behavioural challenges.

Impact:

- **ELSA (Emotional Literacy Support Assistants) Programme:** We trained staff in the ELSA programme to provide emotional and mental health support to pupils. ELSA sessions helped pupils manage their emotions, build resilience, and improve their social skills.
- **Nurture Groups:** Nurture groups were set up to support pupils who struggled with social interaction and behaviour. These groups provided a safe space for pupils to develop positive relationships, emotional regulation, and coping strategies.
- **Well-being Improvements:** Through the ELSA and nurture interventions, pupils demonstrated significant improvements in emotional well-being and teacher feedback highlighted increased focus and participation in lessons from these pupils.

3. Staff Training and Development

Objective:

To equip staff with the skills and knowledge to deliver high-quality interventions for both academic and emotional support.

Impact:

- **Professional Development:** PDG funding enabled staff to receive training on evidence-based intervention strategies for literacy, numeracy, and emotional well-being. This training ensured that both teaching and non-teaching staff were better equipped to address the diverse needs of pupils.
- **Sustained Impact:** The knowledge and skills gained through this training have built capacity within the school, ensuring that these interventions will continue to benefit pupils in the future.

In summary, the £9,200 PDG funding for the 2023-2024 academic year has been instrumental in raising academic standards in literacy and numeracy and improving the emotional well-being of our pupils. These interventions have not only helped pupils make academic progress but have also fostered a more inclusive and supportive school environment.

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