



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



This statement details St Gabriel's RC Primary's use of the PDG for the 2024 to 2025 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 Gabriel's RC Primary
Number of pupils in school	194
Proportion (%) of PDG eligible pupils	16.5%
Date this statement was published	November 2024
Date on which it will be reviewed	March 2025
Statement authorised by	N. Dargie (SIP)
PDG Lead	M. Harris
Governor Lead	A. Jacobs

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£29 946
EYPDG funding allocation this academic year	£3 450
Total PDG funding allocation this academic year:	£33 396
Total budget for this academic year	£860 204

Part A: Strategy Plan

Statement of Intent

- *What are your ultimate objectives for the pupils being supported?*

At St. Gabriel's RC Primary, with the light of Christ in our hearts, we explore the wonders of God's world through an authentic curriculum that embraces the joy and love of learning.

Our pupils feel safe and secure to become confident, enthusiastic and resilient learners that have self-belief and high aspirations.

We recognise and celebrate all of our pupils enabling them to confidently progress from individual starting points by developing key and life skills.

At St. Gabriel's we support the wellbeing of our learners so they can flourish as they explore their place in the wider world and within it, the gifts they have to offer.

- *How does your current strategy plan work towards achieving those objectives?*

This strategy plan details our Pupil Development Grant Spend which supports our curriculum offer for all our pupils. Our support considers the whole child – looking at social and emotional wellbeing, academic progress and also aspirations for the future.

- *What are the key principles of your strategy plan?*

St Gabriel's operates a staffing model that provides high quality teaching and learning opportunities for all our pupils. Our principle enables whole school approaches of new learning for all pupils – supported and extended with additional underpinning layers of intervention – these include Speech and Language, Communication, Literacy and Numeracy Skills alongside a range of pastoral support measures.

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
All pupils to have made good progress from their starting points with improved attainment	Pupil progress is good from their starting points and pupil progress reviews / reports support this with evidence. Most pupils to be within 6 months of their chronological age for reading and basic numeracy scores. Intervention data shows progress and improved attainment. Assessment data shows an upward trend
All pupils have equal access to all extra- curricular and enrichment opportunities through subsidised costs.	All pupils have the opportunity to take part in extra-curricular and enrichment activity.
Improved well-being for all pupils, supporting their personal and social skills within their learning.	All staff improve their knowledge, skills and understanding in order to best support all pupils throughout the school. ELSA targets are met for most pupils.

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: £28 750 + £3450 = £32 200

Activity	Evidence that supports this approach
Contributions to staff ratios to support foundation phase pedagogy and high-quality group learning. (see staff costings spreadsheet for breakdown)	Staffing ratios at a high-quality learning experience level (1:15) across foundation phase with additional small group provision based upon need. (EEF citing an impact of 4+ months based on a moderate cost for moderate impact)
Contributions to staff ratios to support foundation phase pedagogy, high quality group learning and intervention needed for pupils with FSM. (see staff costings spreadsheet for breakdown)	Pupils within intervention groups will have the opportunity to close the gap towards achieving the expected level and developing emotional literacy in line with age expectations. (EEF citing an impact of 4+ months based on a moderate cost for moderate impact)

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

Budgeted cost: £1 800 (PDG contribution £1 196)

Activity	Evidence that supports this approach
Intervention support for emotional regulation - ELSA	Individualised support for developing emotional literacy in line with age expectations and able to respond with barriers to self-regulation. (EEF citing a very high impact for very low cost with a gain of 7+ months based on extensive evidence linked to metacognition and self-regulation programmes)
Physical, emotional and wellbeing focused activities and experiences led by County in the Community	Role models develop and nurture aspirations in our vulnerable learners. Through coaching, positive life choices are affirmed in both academic and pastoral foci as evidenced by previous impact witnesses in projects undertaken in previous academic years.

Total budgeted cost: £33 396

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG on pupils in the 2023 – 2024 academic year.

Teaching Assistants delivered interventions to our pupils across the school in order for them to make accelerated progress in literacy, numeracy and personal and social development. The interventions enabled pupils to close the gap with their peers and develop skills progressively with intervention data demonstrating progress over time for all children participating (based from their individual starting point).

Pupil progress meetings and professional discussions between all staff effectively identified and determined strategies to close the gap between groups of learners

IDP reviews show appropriate steps of progress for learners with the most complex needs in relation to their specific, personalised targets.

Progress data shows small gaps between FSM and non-FSM in all measures. Where gaps are bigger e.g. in specific year groups, further analysis provides a clear narrative as to why

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
ELSA	ELSA LA support – supervision sessions for trained ELSA
Joy of Moving	County in the Community

Further information (optional)

We support pupils from low-income households through grants we achieve from the SVP charity and a SVP bursary we have accessed for the last three years.

We undertake a weekly food bank which operates out of school on a Friday. We also have a rack of 'preloved' uniform which parents can access at will when need arises.

During the cost pressured Christmas period, St Gabriel's staff organise and run a Christmas 'free shop' to support parents with additional Christmas clothing items, festive decorations and Christmas food treats.