



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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	Castle Park Primary
Number of pupils in school	187
Proportion (%) of PDG eligible pupils	32%
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Shared with Governors
PDG Lead	Mrs C Orford
Governor Lead	Reverend Jon Linforth

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£60,950
EYPDG funding allocation this academic year	
<b>Total budget for this academic year</b>	<b>£60,950</b>

### Part A: Strategy Plan

#### Statement of Intent

- Staffing to support ELSA and further emotional and social wellbeing, this will directly impact on confidence, self esteem and attitudes to learning.
- Staffing to run social groups, including RADY group and Lego Therapy to support social and emotional wellbeing for our learners

### 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
<p>Staffing to support ELSA and further emotional and social wellbeing, this will directly impact on confidence, self-esteem and attitudes to learning.</p> <p>Staffing to run social groups, including RADY group and Lego Therapy to support social and emotional wellbeing for our learners.</p>	<p>FSM/Vulnerable learners to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing.</p>

### 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"> <li>• Two Teaching Assistants to be released, part time, to cover the role of ELSA.</li> <li>• One Teaching Assistant to be released three afternoons a week to support RADY social groups.</li> </ul>
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### Learning and Teaching

Budgeted cost: £60,950

Activity	Evidence that supports this approach
TAs released for ELSA	ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area
TA released for RADY social groups	Timetable, evidence from sessions – pupil voice, planning, display and learning 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 2022 to 2023 academic year.

- ELSA: Pupils benefitted from support and felt more confident talking about their emotions.
- RADY: FSM pupils supported by TA – time to talk, use equipment may not be available at home – they can choose e.g. arts and crafts, Lego, board games, etc
- 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.
- Teacher release time to monitor and review strategies to ensure pupils are receiving the best strategies possible to support them in their learning and wellbeing: Milestone data analysed and pupils identified for additional intervention or Wellbeing support.
- Teacher release time to work alongside pupils to discuss their learning, barriers to learning aspirations and experiences: Staff had the opportunity to learn about aspirations and barriers and support specific groups of learners in sharing their goals for the year.

- Continue to purchase resources to support wellbeing: Further resources were purchased for the Nurture room to support social groups.

### Further information (RADY)

#### Estyn comments Feb 2023 published report:

- Across the school, teaching assistants are highly effective in supporting pupils to make progress, and often accelerated progress, in their learning. They reflect the warm and supportive school ethos in their working relationships with pupils, providing strong support for vulnerable pupils.
- The school's approach to tackling poverty and disadvantage is highly effective. Staff work diligently to support the most vulnerable groups by providing specific intervention that impacts positively on their progress in learning.
- The school uses its grant funding effectively to ensure targeted support for vulnerable pupils and to provide them with experiences that they might not otherwise have.
- Staff know pupils well and pupils value the intuitive support they receive. For example, the approach to supporting pupils with their social and emotional needs enables them to regulate their emotions and to understand when they may need to seek additional help.
- Pupils run clubs at lunchtime by request and clubs such as digital and dance contribute to pupils' positive experience.