



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	Castle Park Primary
Number of pupils in school	191
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Shared with Governors
PDG Lead	Mrs C Orford
Governor Lead	Pastor Linforth

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£58,650
EYPDG funding allocation this academic year	£6,900
Total budget for this academic year	£65,550

Part A: Strategy Plan

Statement of Intent

- Staffing to support key interventions for pupils in English and Maths, this will directly impact on confidence and standards.
- Staffing to support ELSA and further emotional and social wellbeing, this will directly impact on confidence, self esteem and attitudes to learning.
- 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.
- Teacher release time to work alongside pupils to discuss their learning, barriers to learning aspirations and experiences.
- Continue to purchase resources to support wellbeing and enable real-life experiences, including music workshops.

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
Staffing to support key interventions for pupils in English and Maths, this will directly impact on confidence and standards.	Small group interventions will support pupils in their confidence and impact standards positively.
Staffing to support ELSA and further emotional and social wellbeing, this will directly impact on confidence, self-esteem and attitudes to learning.	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.
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.	SLT to monitor progress of the FSM/vulnerable pupils, both academically and their social and emotional wellbeing. Monitor impact of strategies provided.
Teacher release time to work alongside pupils to discuss their learning, barriers to learning aspirations and experiences.	Staff to know all of their pupils and know how to support them if there are any barriers to their learning.
Continue to purchase resources to support wellbeing and enable real-life experiences, including music workshops.	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.

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, part time, to cover the role of ELSA ● One Teaching Assistant to be released three days a week to support Literacy and Numeracy interventions and RADY ● SLT release time to monitor progress of the identified pupils and impact of strategies ● All teachers to be released to facilitate pupil learner review meetings ● Resources purchased

Learning and Teaching

Budgeted cost: £48,500

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 interventions and RADY	Timetable, evidence from sessions – pupil voice, planning, display and learning environment
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: £17,00

Activity	Evidence that supports this approach
SLT release to monitor impact and progress	SLT to write FADE forms
All teachers to be released to facilitate pupil learner review meetings	Teachers to write up in Google Drive and then review later in the year

Total budgeted cost: £65,550

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 benefited 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
- Upbeat music: All year groups had 6 sessions of music.
- 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.

Further information (RADY)

<ul style="list-style-type: none"> ● Identification of disadvantaged pupils – baseline of current attainment and progress ● Focus class Y3 cohort with 33% FSM for uplift and equalise – actions set ● Review Reception Baseline, identify pupils for uplift and equalise ● RADY training through cluster work with Challenging Education for RADY lead and network events ● Working partnership with Challenging Education ● Stakeholder questionnaires - baseline of pupil engagement and barriers ● Plan, prepare and deliver RADY launch and yearly review, whole school inset ● Pledge and Self-evaluation tool workshop whole staff ● RADY targets as golden thread through SDP and action plans ● Increase of positive communication with families

- Positive discrimination – pupil representation and rewards
- Professional Learning Programme – Thinking Differently for Disadvantaged Learners Module 1 - 3
- Soft data collection and recording
- Raise aspirations through assemblies, topics and display
- Introduced careers work, raising aspirations
- TA designated time - RADY intervention
- Listening to learners to gather impact evidence
- Engaging with all stakeholders in order to achieve a common, shared ethos which raises attainment for all learners