



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 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	186
Proportion (%) of PDG eligible pupils	25.3%
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Shared with Governors
PDG Lead	Mrs H. Wadsworth
Governor Lead	Mrs E. Taylor

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£51,483
<b>Total budget for this academic year</b>	<b>£51,483</b>

### Part A: Strategy Plan

#### Statement of Intent

At Castle Park we are committed to ensuring our children receive an education where nurture and wellbeing, aspirational standards and delivering a high quality inspiring curriculum is priority. Learning starts in our Reception class and fosters strong relationships between the child, their family and the school. As our children journey through school, we can build on their strengths, support any challenges, and nurture them to become individuals ready for life into adulthood irrespective of their starting point and background. Please see below the outline of our intended PDG spend to support us in fulfilling our vision.

#### 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, progression 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 intervention groups, this will directly impact on confidence, self esteem and attitudes to learning.	FSM/Vulnerable pupils (RADY) to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing and given opportunities to work in small groups to raise confidence .
Teachers 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.
Purchase resources that support a hands on learning approach (CPA approach) to mathematical learning.	Milestones data and school self evaluation captures strong pupil progress in mathematics.

### 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 part time to support Literacy and Numeracy interventions and RADY social group intervention</li> <li>● All teachers to be released to facilitate pupil learner review meetings</li> <li>● Resources purchased</li> </ul>
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### Learning and Teaching

Budgeted cost: £51,483

Activity	Evidence that supports this approach
Two teaching assistants to be released, part time, to cover the role of ELSA and social group intervention.	This provides essential in-class and individual interventions to close the gap for these children who struggle to engage and/or progress in their learning. Effective pupil wellbeing lies at the centre of all interventions.
One teaching assistant to be released part time to support RADY social group intervention.	This provides essential in-class and individual interventions to close the gap for these children who struggle to engage and/or progress in their learning. Effective pupil wellbeing lies at the centre of all interventions.
All teachers to be released to facilitate pupil learner review meetings.	Teachers are supported to know their pupils well, to identify and target vulnerable groups and to reflect on the progress of individuals and groups of pupils.
Purchase of Maths resources	Curriculum development of Mathematics supported by EAS and Partner School. These resources will support a hands-on approach to learning Maths.

**Total budgeted cost: £51,483**

## **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 2024 to 2025 academic year.

- ELSA: Pupils benefited from support and felt more confident talking about their emotions. Strategies shared continued to be used by nearly all pupils who attended ELSA sessions.
- 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. The Y6 girls asked for a home corner in the nurture room - this was completed.
- 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. Supported Literacy and Numeracy skills - including precision teaching.