

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 – 2026 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.

School Overview

Detail	Data
School name	St Mary's RC Primary School
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	H Corcoran
PDG Lead	Hannah Corcoran

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£21,070
Total budget for this academic year	£21,070

Part A: Strategy Plan

Statement of Intent

- All learners make progress irrespective of their background or financial needs.*
- Funding is allocated to ensure equity for pupils in accessing learning and extra-curricular opportunities.*
- High quality support is provided for pupils to ensure they make progress, with a particular focus on literacy, numeracy and digital skill, including communication skills*
- Learners have good access to emotional and wellbeing support*

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 learners have access to appropriate school uniform	Use of school uniform grant Non-compulsory use of branded uniform Provision within the school for clean good quality second hand uniform which is offered
All learners have access to wider opportunity provision	School provides access to and funding for all learners to access trips, visits and extracurricular activities.
All learners have access to high quality teaching and learning	Support is given for additional learning interventions where identified. Poverty is not a barrier to learning. Learners are supported in the classroom by adult: learner ratios.
All learners are supported in developing emotional literacy skills and have access to good quality wellbeing support	The school has a designated Wellbeing support assistant who supports pupils' emotional needs. Learners' wellbeing is supported effectively, and the school identifies learners who need support and programmes of support promptly

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Funding has been allocated to the following areas:

- The employment of Teaching Assistant support for all three classes in the school to support intervention work, high quality support in the classroom and emotional and wellbeing work.
- Financial support to reduce barriers to learning and experiences for learners

Learning and Teaching

Budgeted cost: £20,570

Activity	Evidence that supports this approach
<i>Employment of Teaching Assistants to: Support learners in the classroom Deliver effective literacy and numeracy interventions to identified learners Support communication needs and deliver interventions where appropriate Support pupils with their wellbeing needs</i>	EEF – Making Best Use of Teaching Assistants Teaching Assistant Interventions

Community Schools

Budgeted cost: £0

Activity	Evidence that supports this approach
<i>Family engagement through: Providing practical strategies to support learning at home Improve school communications to encourage positive dialogue about learning] Offer parent workshops and support where needed.</i>	EEF - working with parents to support children's learning report FACE – Family and Community Engagement Toolkit

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

Budgeted cost: £500

Activity	Evidence that supports this approach
<i>Financial support to access wider opportunities i.e. trips and visits and extra-curricular activities.</i>	Equity for all learners to the same experiences, opportunities and

Total budgeted cost: £21,070