



St Joseph's Catholic Infant School - **Ysgol Babanod Gatholig Sant Joseff** Pupil Development Grant (PDG) 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

Number of pupils in school	112
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Headteacher – Mrs Barbara Murphy
PDG Lead	Deputy Headteacher – Mrs Sarah Turner
Governor Lead	Jane Lloyd Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£20,700
Early Years Pupil deprivation Grant (EYPDG)	£12,650
Total budget for this academic year	£33,350
Staffing - Teaching Assistant Support	£29,830
Curriculum Resources – RWI, ELSA, engagement activity resources	£33,350
Total and Balance	Total - £33,350 Balance - £0

Part A: Strategy Plan

Statement of Intent

As our children grow throughout their time at St Joseph's Infant School, we aim to build independence, resilience and resourcefulness among learners to provide them with the skills required to solve problems and make decisions now and in the future.

Through our concept/theme-based approach, we aim to foster a curiosity and love for learning in our children, ensuring that they are equipped with the knowledge, skills and dispositions for future challenges as lifelong learners in a rapidly changing world.

- All pupils to make progress in Literacy, Numeracy and thinking skills.
- Curriculum and provision is equitable and inclusive.

The link between high-quality teaching and learner progression is paramount. As such it is a key focus for the use of PDG. Curriculum for Wales is designed to promote and enable high quality learning and teaching so that all learners realise the four purposes. The aspects of learning and teaching pedagogy, included within the Curriculum for Wales cross curricular and integral skills, which have the greatest impact on learners from low-income households are: language development, metacognition and self-regulation

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase their wellbeing and enable inclusion in experiences inside and outside of the classroom.

Objectives:

- To provide equitable access to the curriculum, ensuring all pupils make the best possible progress.
- To ensure that teaching meets the needs of all learners.

Strategy:

- Provide appropriate intervention programmes to support vulnerable pupils.
- Monitor the progress made by pupils on intervention programmes, to ensure cost effectiveness.
- Provide appropriate support to vulnerable pupils so they can effectively participate in class-based activities
- Provide equity of opportunity to access the full curriculum for vulnerable and disadvantaged learners.
- Encourage pupil attendance and provide support where required.

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><u>Family and Community Engagement</u></p> <p>To increase the range and participation of family engagement activities</p>	<p>Increased number of workshops/informal sessions provided to assist families with supporting their children through a range of fun and engaging educational activities.</p> <p>Increased liaison with early years settings to promote provision at St Joesph’s and encourage the local community to attend events including playgroup.</p> <p>To continue to work closely with EWS and families to monitor and promote attendance in school.</p>
<p><u>Learning and Teaching</u></p> <p>To meet the needs of all pupils as identified by assessment and screening, through the effective delivery and monitoring of specific interventions.</p> <p>Continue to embed Read Write Inc as a whole school approach to the teaching of Phonics.</p>	<p>High quality support is provided for identified individuals or groups of pupils</p> <p>Termly reviews are undertaken with key staff and have a clear focus on pupil progress</p> <p>Staff to attend relevant training and participate in development days (X2)</p>
<p><u>Wellbeing</u></p> <p>Staff member trained in ELSA approach to ensure school has sufficient capacity for this approach.</p> <p>Interventions and strategies in place to enable pupils to regulate emotions and be attentive, ready to learn.</p>	<p>Identified individuals to have personalised programmes to support them with managing their feelings.</p> <p>Pupils’ social and emotional growth is supported by developing positive relationships.</p> <p>Staffs use a range of strategies and interventions to support pupils socially and emotionally throughout the school.</p> <p>Strategies and activities are put in place ensuring pupils develop the skills needed to respond to their feelings appropriately</p>

Activity in this academic year

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

Professional Learning to continue to evolve learning and teaching

1. Reading:

All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. (See section 'Learning and Teaching' for more specific details)

2. Targeted Interventions:

Continue to fund Teaching Assistants to provide targeted intervention to targeted pupils to support their progress with basic skills and their wellbeing (ELSA).

Learning and Teaching – Activities include *professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.*

Budgeted cost:

RWinc resources £ 2,070

Partly funded Support staff - £14,945

Activity	Evidence that supports this approach
All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. School 'Reading Leader' to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme.	Evidence from the Education Endowment Foundation highlights that the development of pupils' phonics has 'very high impact for very low cost based on extensive evidence' (an additional 5 months progress over the academic year). Significant evidence exists which highlights that the embedding of a systematic approach to the teaching of synthetic phonics has a considerable impact on pupils' progress with reading and ability to access the wider curriculum. The school implemented Read Write Inc. in July 2023. Initial evidence highlighted that most pupils including those eligible for free school meals achieved good progress in the development of their phonological awareness and reading skills as a result of the highly effective professional learning staff received. We need to continue to invest in high quality professional learning to further embed the programme and its teaching strategies.

<p>Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.</p>	
<p>Teaching Assistants to provide targeted intervention to targeted pupils to support their progress with basic skills.</p>	<p>Evidence from the Education Endowment Foundation highlights that the use of Teaching Assistants to provide targeted intervention skills has 'moderate impact for moderate cost based on moderate evidence' (an additional 4 months progress over the academic year).</p>

Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*

Budgeted cost: £ 1000

Activity	Evidence that supports this approach
<p><u>Toddler Group</u></p> <p>Raise the profile of the school within the local community and catchment area so that families are aware of the provision we provide.</p>	<p>The toddler groups started last year as a way of engaging with the local community. Feedback from attendees has been very good and raised the profile of the school locally.</p>
<p><u>School based workshops</u></p> <p>Continue to embed a range of activities for parents and families to be invited to including: October Pumpkin modelling, March/April – Easter Activity.</p>	<p>Evidence from the Education Endowment Foundation highlights that the involvement of parents in pupils learning has a positive impact on average of 4 months' additional progress and this is especially so with younger children. The EEF comments that 'approaches where a parent works directly with their child one-to-one typically show greater impact.' For this reason we organise session where children can work directly with their parents.</p> <p>These sessions started last year and parental feedback on this was very positive, with most finding the sessions both enjoyable and beneficial.</p>

Wider strategies

*Health and Well-being – Wellbeing interventions, whole school approach
Curriculum/qualifications – outdoor learning, residential
Leadership – professional learning on leading challenge, Raising Aspirations- working in partnership with other agencies*

Budgeted cost:

PDG partly funded staff - £14,885

Funding of interventions e.g. Language Links, Speech Links, Wellcomm, Bucket time, sensory circuits - £600

Activity	Evidence that supports this approach
<p><u>Wellbeing Interventions</u></p> <p>Staff to attend ELSA training to ensure capacity for this intervention is maintained within the school.</p> <p>Continued embedding of Zones of Regulation throughout the school with pupils using this to talk about and manage their emotions within the classroom setting.</p> <p>Various support and intervention in place to support pupils with their self-regulation.</p>	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils’ social and emotional learning has ‘moderate impact for very low cost based on very limited evidence’ (an additional 4 months progress over the academic year)</p>

Total budgeted cost: £ 33,500

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 2025 to 2026 academic year.

See Speech Link results

See Wellcomm results

See Language Link results

See RWI results

See Feedback and attendance to parental engagement sessions

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
Read Write Inc	Ruth Miskin Training
ELSA	Educational Psychology services

Further information (optional)