

# St Therese's Catholic Primary School

## Pupil Development Grant (PDG) Strategy Statement

*This statement details our school's use of the PDG for the 2023 to 2024 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	228
Proportion (%) of PDG eligible pupils	39.6%
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
PDG Lead	Emma Carlsen
Governor Lead	Debra Evans

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£77,051
<b>Total budget for this academic year</b>	<b>£860,418</b>

## Part A: Strategy Plan

### Statement of Intent

At the heart of our vision at St Therese's lies the child. All children are different and special, and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We endeavour to foster a nurturing, mutually supportive and resilient school community who enthusiastically pursue learning and Christian values.

We will support our learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Still and reflective in an ever moving and ever-changing world
- Able to identify and manage their own emotional well-being and maintain positive relationships with each other.

### ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
<b>1. To increase pupils' opportunities to write at length across the curriculum.</b>	<p>All staff will deliver highly effective teaching of TFW to enable learners to write at length across the curriculum</p> <p>Many efsm pupils will make effective progress in the development of their writing skills.</p>
<b>2. To improve pupils' spoken welsh around the school.</b>	<p>Many teachers will understand and implement drilio daily and use correct sentence patterns for their class.</p> <p>Many efsm pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate using an increasingly varied vocabulary</li> <li>• Speak with expression to communicate their ideas</li> <li>• Share ideas, and express opinions and feelings using relevant vocabulary</li> <li>• Can ask and answer questions and exchange ideas and information</li> </ul>
<b>3. To ensure that pupils make decisions about how and what they learn in lessons.</b>	<p>Many teachers will provide opportunities for pupil to say how and what they want to learn.</p> <p>Many teachers will understand the ways that pupils learn and develop strategies to encourage independence and progress.</p> <p>Many efsm pupils will have the opportunity to choose how to present their work.</p>

	Many efsm pupils take responsibility for their learning, developing resilience and a willingness to learn.
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### **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. Writing:**

All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective spelling strategies and assessing/measuring progress. In addition, staff to develop Talk For Writing strategies to enable learners to write across the curriculum. (See section 'Learning and Teaching' for more specific details)

##### **2. Welsh Oracy:**

All teachers to receive professional learning focused on how to develop pupils' oracy skills with a focus on relevant language patterns. (See section 'Learning and Teaching' for more specific details)

##### **3. Pupils decision making:**

All teachers to evolve their planning to ensure purposeful opportunities for pupils to make decisions regarding their learning/presentation of their work. (See section 'Learning and Teaching' for more specific details)

#### **Targeted Interventions**

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

#### **Family Engagement Officer**

To continue to fund the role of a Family Engagement Worker.

**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: £5190 (curriculum) £30,361 (TA interventions)  
£35,551**

Activity	Evidence that supports this approach
<p>All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective spelling strategies and assessing/measuring progress.</p> <p>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 (spelling programme)</p> <p>Opportunities to be provided for staff to observe effective practice in the delivery of high quality TFW teaching through observing model lessons.</p>	<p>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.</p> <p>Evidence from the Education Endowment Foundation highlights that when Talk For Writing is used, pupils improve their writing ability by an increased understanding of the structure and elements of written language. Research suggests TFW has a positive impact on pupils and teachers confidence with their confidence in their writing skills.</p> <p>Estyn reported that most pupils including those efsm make good progress with their reading skills. Most younger pupils develop phonic knowledge successfully, which helps them to work out unfamiliar words. Many pupils become confident readers.</p> <p>However, Estyn reported that older pupils including efsm need further opportunities to write at length or in different ways across the curriculum.</p> <p>As a result of the successful data in RWI and pupils reading progress, we will now build on this to develop pupils writing stamina using a variety of genres across the curriculum.</p>
<p><b>Professional Learning / Evolving Teaching</b></p> <p>All teachers to receive professional learning from the school improvement team (Rhian Ashton) focused on developing an understanding of the appropriate language patterns. Staff to consider how this will impact on their teaching</p>	<p>Estyn report highlights that, 'although most pupils participate in Welsh lessons enthusiastically, their confidence to speak Welsh in simple conversations is underdeveloped. A minority understand the Welsh patterns they hear in Welsh sessions in a different context. For example, a minority of older pupils answer simple questions about the weather. However, many pupils lack the confidence to participate in simple conversations in Welsh or use Welsh incidentally around the school'</p> <p>The new curriculum places great emphasis on bilingualism, stating that all learners should have appropriate pathways for learning Welsh and English, as a means of unlocking Wales' rich and unique literatures, geography, democracy, history and culture.</p>

<p>approaches within their Welsh lessons.</p> <p>All teachers to receive professional learning from the school improvement team focused on how to develop pupils' oracy skills during drillio sessions.</p> <p>Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' understanding and to consider how progression will be ensured.</p> <p>Senior leaders to provide opportunities for staff to share effective practice through observations. Peer/triad coaching techniques.</p>	
<p>Teachers to provide opportunities for pupils to say how and what they want to learn.</p> <p>Teachers to be provide opportunities during focussed group teaching where pupils will discuss the best ways to organise their work and develop their creativity and innovation skills.</p>	<p>Estyn report highlights that 'Many pupils develop as confident and independent learners. However, older pupils do not make enough decisions about how to set out their work or what to include.'</p> <p>In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' independent skills and ensure they have a say in how and what they learn.</p> <p>Many teaching strategies do not provide effective opportunities for pupils to make decisions about their work. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills i.e. planning and organising so that they choose how to set out and organise their work.</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***

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Budgeted cost: £26,000

Activity	Evidence that supports this approach
<p><b>Parental engagement -</b> Senior leaders continue to provide information to parents and carers on the school's new approach to the teaching of phonics/writing and to share strategies on how they can support their child's progress at home. (See school website)</p> <p>To continue the role of a Family Engagement Worker to support vulnerable pupils and families</p> <p>To work alongside local schools to develop a Community Focus School (CFS)</p>	<p>Evidence from the Education Endowment Foundation highlights that parental engagement has 'moderate impact for very low cost based on extensive evidence' (an additional 4 months progress over the academic year). (See website)</p> <p>Evidence from Janet Goodhall's 'parental engagement' shows significant impact with children's learning particularly in areas of high deprivation. In addition, evidence from local schools that have already developed the role and highlights positive impact regarding attendance, wellbeing and learning outcomes.</p> <p>Evidence from Education Endowment Foundation shows significant impact when parents engage at home with their children.</p> <p>Research shows that CFS will establish strong partnerships with families, the community and a range of agencies and services to help learners from low-income households meet their potential and achieve their aspirations.</p>
<p><b>Extra-curricular -</b></p>	<p>Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a variety of after school clubs.</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: £15,500

Activity	Evidence that supports this approach
<b>Wellbeing Interventions</b>	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). Evidence from school monitoring highlights progress many pupils make with their overall wellbeing and self-esteem through participating in nurture provision, Elsa, Drawing & talking, Nurture breakfast, Nurture, RBP etc. Corridor circuits to aid Gross Motor Skills (Sensory Processing)
<b>Nurture Classroom</b>	Estyn recommends that Nurture groups (including pupils with efsm) are delivered to address their social & emotional needs that can impact pupils learning.
<b>Residential – Trips</b>	Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a residential visit (Manor Adventures)  Trips related to topic such as Margam Park, Cardiff Museum, Oystermouth castle, Flashpoint (Swansea)

**Total budgeted cost: £77,051**

## 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.

### ***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

White Rose Maths	

**Further information (optional)**

*Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.*