

St Therese's Catholic Primary School

Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the 2025 to 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	217
Proportion (%) of PDG eligible pupils	36%
Date this statement was published	<i>October 2025</i>
Date on which it will be reviewed	<i>July 2026</i>
Statement authorised by	
PDG Lead	<i>Emma Carlsen</i>
Governor Lead	<i>Debra Evans</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£93,150
Total budget for this academic year	£1,048,635

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.

Intended outcome	Success criteria
1. To improve pupils' understanding and application of mathematical concepts (shape, space and measure) across all progression steps.	<p>All staff will deliver highly effective teaching of mathematical concepts (shape, space & measure) other than number to enable learners to develop their conceptual understanding beyond number.</p> <p>Many efsm pupils will make effective progress in the development of shape, space & measure..</p>
2. To enhance spelling and handwriting through Read, Write, Inc	<p>Many teachers will implement daily spelling activities during focus group sessions, and many teachers will develop handwriting using the agreed RWI scheme.</p> <p>Many efsm pupils will be able to:</p> <ul style="list-style-type: none"> • Demonstrate improved accuracy in spelling across all subjects, with evidence of phonetic strategies and application of taught rules. • Develop handwriting that is consistently legible, fluent and appropriately formed for their age and stage. • Articulate spelling strategies taught through Read Write Inc during pupil voice interviews. • Show increased independence in applying spelling and handwriting skills in extended writing tasks.
3. To increase pupils' opportunities to present their work in different ways.	<p>Many teachers will plan regular opportunities for pupils to present work in varied formats across subjects.</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> <p>Many efsm pupils take responsibility for their learning, developing resilience and a willingness to learn.</p>
<p>4. To develop assessment opportunities linked to the RED.</p>	<p>Many teachers will use formative assessment strategies to explore pupils' responses to the RED curriculum's Big Questions.</p> <p>Many efsm pupils will articulate their understanding of key religious concepts and demonstrate personal reflection through written and verbal responses.</p> <p>Many efsm pupils will be able to talk about their work samples and provide evidence of deep engagement with spiritual, moral and theological themes.</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. Maths

All staff to continue to receive professional learning on the effective delivery of WRM (CPA approach) with a focus on mathematical concepts other than number (shape, space & measure) Training from TDO (Debbie Thomas) Visits to other schools, triad systems in house to share good practice. Cross curricular orienteering training.

2. Spelling & Handwriting (RWI)

All teachers to receive professional learning from RWI regional (Helen Harris) focused on developing consistent and systematic approaches to spelling and handwriting.
Senior Leaders to provide opportunities for staff to collaborate, sharing examples of spelling carousels to support the development of pupils' phonics understanding and fidelity to the SOW.
Senior leaders to provide opportunities for staff to share effective practice through observations of approaches to handwriting.
(See section 'Learning and Teaching' for more specific details)

3. Pupils' decision making: Presenting work in different ways

All teachers to evolve their planning to ensure purposeful opportunities for pupils to make decisions regarding their learning/presentation of their work.

TDO to work with HD to continue to develop Inquiry approach to learning and support pupils to make independent choices regarding presenting work. (See section 'Learning and Teaching' for more specific details)

4. R.E Assessment

Staff training to look at implementation of 'Big Questions' from 'Catholic Plus' supplementary SOW

Cluster adds training to ensure consistency with other local schools.

Ten:ten professional learning on website.

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: £7190 (curriculum) £32,360 (TA interventions)
£39,550**

Activity	Evidence that supports this approach
All staff to continue to receive professional learning on the effective delivery of White Rose Maths concepts beyond number.	To enhance conceptual understanding in mathematics beyond number, we will implement a whole-school approach grounded in professional learning, curriculum development, and targeted intervention.
School Maths and Numeracy lead to receive professional learning and coaching from LEA, TDO.	Staff will engage in ongoing professional development supported by the local authority Teaching and Development Officer (TDO). The White Rose Maths scheme will be used as a key resource to support teaching and learning in areas such as spatial reasoning, geometry, and data handling, ensuring progression and consistency across year groups. We will embed enquiry-based approaches, allowing staff to trial and evaluate innovative practices within the classroom.
Opportunities to be provided for staff to observe effective practice in the delivery of high quality WRM teaching.	An orienteering course in the school grounds will be developed to provide a practical, real-world context for applying spatial and geometric reasoning, enhancing pupil engagement and cross-curricular learning. Assessment strategies will be reviewed and adapted to better capture conceptual understanding rather than procedural fluency alone, with formative approaches informing timely academic interventions. Smaller

	<p>group teaching will be facilitated in targeted year groups to address misconceptions and extend higher-level thinking.</p> <p>Curriculum materials will be audited and adapted to ensure coherence with the White Rose Maths framework and to strengthen cross-curricular links, integrating mathematical concepts with subjects such as science, humanities, and art. Impact will be evaluated through pupil voice, work scrutiny, and data analysis to inform future cycles of improvement.</p>
<u>Evaluation:</u>	
<p>Professional Learning / Evolving Teaching</p> <p>All teachers to receive professional learning from RWI consultant (Helen Harris) focused on developing an understanding of spelling patterns and handwriting processes.</p> <p>All teachers receive professional learning from the school Reading Leader to implement carousel approaches to spelling.</p> <p>Senior leaders to provide opportunities for staff to share effective practice through observations. Peer/triad coaching techniques.</p>	<p>To improve spelling in Key Stage 2 and handwriting across the school, we will implement a structured approach utilizing the Read, Write, Inc. (RWI) programme as the foundation for teaching phonics, spelling, and handwriting skills.</p> <p>Staff will participate in targeted professional learning sessions, including training delivered by RWI consultant, Helen Harris and support from the local authority, to ensure consistent and high-quality delivery.</p> <p>Engagement with research networks and enquiry projects will enable staff to explore evidence-based strategies and adapt teaching approaches to meet pupils' needs effectively. Assessment and evaluation practices will be reviewed and enhanced to track pupils' spelling progress and handwriting development systematically, informing timely academic interventions.</p> <p>Curriculum development will involve adapting spelling and handwriting schemes to align with RWI resources while embedding opportunities for cross-curricular application. Smaller class sizes and targeted intervention groups will support pupils who require additional assistance, ensuring gaps are addressed promptly. The impact of these initiatives will be monitored through pupil work scrutiny, assessment data, and feedback from staff and learners to inform ongoing improvements.</p>
<u>Evaluation:</u>	
<p>Teachers to provide opportunities for pupils to present work in different ways.</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>
<u>Evaluation:</u>	

Teaching Assistants to provide targeted intervention to targeted pupils to support their progress with basic skills	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).
Evaluation:	

Evaluation:

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

...

Budgeted cost: £36,000

Activity	Evidence that supports this approach
Parental engagement - 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)	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)
To continue the role of a Family Engagement Worker to support vulnerable pupils and families	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.
To work alongside local schools to develop a Community Focus School (CFS)	Evidence from Education Endowment Foundation shows significant impact when parents engage at home with their children. 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.
Extra-curricular -	Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a variety of after school clubs.
Evaluation:	

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: £17,600

Activity	Evidence that supports this approach
Wellbeing Interventions	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)
Nurture Classroom/Forest Schools	Estyn recommends that Nurture groups (including pupils with efsm) are delivered to address their social & emotional needs that can impact pupils learning. Research indicates that forest schools significantly benefit pupils' wellbeing by fostering increased confidence, independence, improved social skills, and better emotional regulation, all through hands-on learning and connection with nature. This engagement reduces stress and promotes happiness and calmness.
Residential – Trips	Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a residential visit (Morfa Bay) Trips related to topic such as Margam Park, Cardiff Museum, St Fagans, Sony Bridgend (Forest Schools,)
Evaluation:	

Total budgeted cost: £93,150

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.

All outcomes ongoing and will be reviewed at the end of the current cycle

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	
Reading Eggs	
Mathletics	

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.