

St Therese's Catholic Primary School

Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the 2024 to 2025 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	226
Proportion (%) of PDG eligible pupils	39.6%
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
PDG Lead	Emma Carlsen
Governor Lead	Debra Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£77,050
Total budget for this academic year	£948,782

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 increase pupils' opportunities to write at length across the curriculum.	<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>
2. To improve pupils' spoken Welsh around the school.	<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"> • Communicate using an increasingly varied vocabulary • Speak with expression to communicate their ideas • Share ideas, and express opinions and feelings using relevant vocabulary • Can ask and answer questions and exchange ideas and information
3. To ensure that pupils make decisions about how and what they learn in lessons.	<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.
--	--

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) £30,360 (TA interventions)
£35,550**

Activity	Evidence that supports this approach
All staff to continue to receive professional	Evidence from the Education Endowment Foundation highlights that the development of pupils' phonics has 'very high impact for very low

<p>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>cost based on extensive evidence' (an additional 5 month 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>Evaluation:</p> <p>The implementation of targeted professional learning around Read Write Inc. (RWI), effective spelling strategies, and Talk for Writing (TfW) has had a significant and positive impact on teaching and learning across the school. Staff have developed greater confidence and consistency in delivering high-quality phonics and spelling instruction, resulting in improved pupil outcomes and more accurate assessment of progress. The coaching provided to the Reading Leader by Helen Harris has strengthened leadership capacity, ensuring the RWI programme is delivered with fidelity and that staff are well-supported. Opportunities for staff to observe model TfW lessons have inspired reflective practice and enriched classroom delivery, leading to more engaging and structured writing experiences for pupils. As a result, pupils are demonstrating stronger early reading skills, improved comprehension skills, and greater confidence in their writing, with assessment data showing accelerated progress across key literacy milestones. These professional learning initiatives have fostered a culture of collaboration, raised standards in literacy, and contributed to a more cohesive and effective approach to teaching reading and writing.</p>	
<p>Professional Learning / Evolving Teaching</p> <p>All teachers to receive professional learning from the school improvement team (Rhian Ashton) focused on developing an</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>understanding of the appropriate language patterns. Staff to consider how this will impact on their teaching 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>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>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</p>	<p>Evidence from the Education Endowment Foundation highlights that the use of Teaching Assistants to provide targeted intervention skills</p>

pupils to support their progress with basic skills	has 'moderate impact for moderate cost based on moderate evidence' (an additional 4 months progress over the academic year).
<p>Evaluation: As a result of targeted professional learning delivered by the Welsh co-ordinator, pupils are demonstrating clear progress in their Welsh language development. Teachers have strengthened their understanding of appropriate language patterns and adapted their teaching approaches, leading to more structured and engaging Welsh lessons. Pupils are now more confident in using Welsh orally and are showing improved fluency and accuracy during <i>drilio</i> sessions. The focus on developing oracy has enhanced pupils' ability to express themselves clearly and respond with increasing confidence. Collaborative opportunities—both within school and across partner schools—have supported staff in designing high-quality learning experiences that promote progression and deepen pupil understanding. As a result, the school has achieved their bronze award 'Siarter Iaith' and will be aiming to complete the silver award by November 2025.</p>	

Evaluation:

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

...

Budgeted cost: £26,000

Activity	Evidence that supports this approach
<p>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)</p> <p>To continue the role of a Family Engagement Worker to support vulnerable pupils and families</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</p>

To work alongside local schools to develop a Community Focus School (CFS)	<p>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>
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.
<p>Evaluation:</p> <p>The school's continued commitment to strengthening family and community partnerships has had a positive impact on pupil wellbeing, engagement, and progress. Senior leaders have actively shared information with parents and carers about the school's new approach to teaching phonics and writing, equipping families with practical strategies to support learning at home. This has led to increased parental confidence and involvement, contributing to improved pupil outcomes in early literacy. The ongoing role of the Family Engagement Worker has provided vital support to vulnerable pupils and families, helping to remove barriers to learning and promote inclusion. Collaborative work with local schools to develop a Community Focused School (CFS) has further enhanced the school's role within the wider community, creating opportunities for shared learning, support networks, and enriched experiences for pupils and families alike. These initiatives have strengthened the school's culture of care, partnership, and high expectations for all learners.</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
Wellbeing Interventions	<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> <p>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.</p>

Nurture Classroom	Corridor circuits to aid Gross Motor Skills (Sensory Processing) Estyn recommends that Nurture groups (including pupils with efsm) are delivered to address their social & emotional needs that can impact pupils learning.
Residential – Trips	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)
Evaluation: <p>The school's targeted interventions have had a significant and positive impact on pupil wellbeing, engagement, and personal development. Nurture provision has supported pupils in building emotional resilience, improving self-regulation, and developing positive relationships, which has translated into improved behaviour and readiness to learn. Residential trips have provided valuable opportunities for pupils to develop independence, teamwork, and confidence in new environments, contributing to their social and emotional growth. These experiences have also strengthened peer relationships and created lasting memories that enhance pupils' sense of belonging and connection to school. Wellbeing-focused initiatives have helped pupils feel safe, supported, and valued, leading to increased attendance, improved attitudes to learning, and stronger academic progress. Together, these interventions have created a more inclusive and nurturing school environment where all pupils are empowered to thrive.</p>	

Total budgeted cost: £77,050

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 2023 to 2024 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	

--	--

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.