

**St. Joseph's Junior School**  
**Pupil Development Grant (PDG) Strategy Statement**



*This statement details our school's use of the PDG for the 2022 to 2023 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	153
<i>Proportion (%) of PDG eligible pupils</i>	26.8% as of January PLASC
<i>Date this statement was published</i>	October 2022
<i>Date on which it will be reviewed</i>	October 2023
<i>Statement authorised by</i>	Headteacher- Mrs C. May & Governing Body
<i>PDG Lead</i>	Deputy Headteacher – Mrs A. Brady Saunders
<i>Governor Lead</i>	Chair of Governors – Mrs K Heery

**Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£36,800
<b>Total budget for this academic year</b>	£36,800

## Part A: Strategy Plan

### *Statement of Intent*

As our children grow throughout their time at St Joseph's Junior 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.

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.

### *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.

Target	Success criteria
To develop children's higher order thinking skills	<ul style="list-style-type: none"><li>⇒ Pupils recognize and understand the language of HOTS.</li><li>⇒ Pupils develop their ability to apply, analyse, evaluate and create.</li><li>⇒ Pupils produce higher quality work which is more detailed showing deeper knowledge and understanding.</li><li>⇒ Pupils apply their skills to new situations/problems using the language of Bloom's taxonomy.</li><li>⇒ Pupils become more independent within their concept work and can lead an enquiry using their skills and knowledge to research and analyse.</li><li>⇒ Pupils continue to develop in the four purposes and assessment shows that pupils are progressing through the progression steps.</li></ul>

<p>To develop and successfully implement ALN reform within the school.</p>	<ul style="list-style-type: none"> <li>⇒ Pupils in intervention groups will make appropriate progress.</li> <li>⇒ Assessments will show the gap in ability is closing.</li> <li>⇒ Parents will be involved, working in partnership with the school to address the children’s needs.</li> <li>⇒ Staff will be upskilled in their range of provision, e.g. teaching assistants with new schemes.</li> <li>⇒ Governors will be involved and informed regarding ALN.</li> <li>⇒ Pupils with Wellbeing needs will be reassured.</li> </ul>
<p>To increase range and participation in Collective Worship.</p>	<ul style="list-style-type: none"> <li>⇒ To increase pupil participation in the creation and presentation of collective worship.</li> <li>⇒ To improve the pupils knowledge of traditional prayers and also personal prayer.</li> <li>⇒ To make links between scriptures, themes and religious artefacts.</li> <li>⇒ To understand the significance of the liturgical calendar.</li> <li>⇒ To contribute to class displays and prayer areas.</li> <li>⇒ Pupils are able to evaluate in order to adapt and improve in future planning.</li> <li>⇒ Pupils recognise their contribution to society and the wider world through charity work.</li> <li>⇒ Pupils are knowledgeable about their House saint from researching and recording.</li> <li>⇒ Older children use their own choice of experiences and ideas to create their own assemblies based on current issues e.g. global warming.</li> </ul>
<p>To improve the spelling, grammar and handwriting within children’s writing.</p>	<ul style="list-style-type: none"> <li>⇒ Pupils can listen and read to gain an understanding of how grammar and punctuation affect meaning.</li> <li>⇒ Pupils can listen and read to build vocabulary and sentence structures to use in their own communication.</li> <li>⇒ Pupils can write legibly and fluently.</li> <li>⇒ Pupils can spell regular and irregular words using knowledge of letter sounds and patterns accurately.</li> <li>⇒ Pupils can use familiar punctuation.</li> <li>⇒ Pupils can organise their writing.</li> </ul>

	⇒ Progression will be evident from the individual pupil's starting point and across the school showing increased accuracy and complexon.
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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.

**Learning and Teaching –**

**Budgeted cost: £20,034**

Activity	Evidence that supports this approach
To meet the language needs of e-f pupils as identified in assessment, through effective delivery and monitoring of specific literacy based interventions	Following Covid younger children have lower language skills than previously and need re-enforcement of phonics and reading skills to have appositive impact on reading skills.

**Wider strategies**

Budgeted cost: £16,839

Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated of 2 HLTA's and 3 support assistants to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches – Play therapy, Emotional Literacy Support Assistants, Smart Moves, and Talkabout.	The school has seen a significant decrease in the overall Wellbeing of a number of pupils.  Programmes which have been successful have been re-introduced and more staff have been trained to deliver and support more children.
Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses.	School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners.

**Total budgeted cost: £36,873**

***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.*

<b>Programme</b>	<b>Provider</b>
Fresh Start from Read, Write, inc.	In school