

# Pupil Development Grant School 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.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

## School Overview

Detail	Data
School name	St Joseph's Cathedral Primary
Number of learners in school	490 pupils
Proportion (%) of PDG eligible learners	18%
Date this statement was published	April 2025
Date on which it will be reviewed	March 2026
Statement authorised by	A Heald
PDG Lead	A Heald
Governor Lead	M Pitson

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 82,800
EY PDG funding	£18,400
Smoothing Fund	£22,215
LAC PDG funding	£2207.24
<b>Total budget for this academic year</b>	<b>£123,415</b>

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

### 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.

To support high-quality learning and teaching for all pupils	- SDP Priority 1 focuses on teaching and learning - Pupils experience a range of oracy-based learning opportunities
Early childhood play, learning and care is excellent and provides quality experiences for all pupils	- Provision for youngest pupils is excellent - Investment in training, including best practice from within school - TA training - Impact review in CIW, Nursery, and Reception settings
High aspirations supported by strong relationships across the curriculum. Excellent provision in place for vulnerable pupils	- All pupils have access to music, sport, and residential visits (with funding support as needed) - Nurture provision established via Star Room
Speech, language and communication is provided through targeted intervention and universal practice	- Improved provision for pupils with SLCN - Staff training delivered to ensure high-quality support in both universal and targeted settings
To support high-quality learning and teaching for all pupils	- SDP Priority 1 focuses on teaching and learning - Pupils experience a range of oracy-based learning opportunities

### Activity in This Academic Year

This details how we intend to spend our PDG this academic year to achieve the intended outcomes listed above:

Planned Activity	Linked Intended Outcome(s)	PDG Use / Cost Implication
Staff training on oracy strategies and classroom talk (e.g. Voice 21 approach)	High-quality teaching and learning Improved speech, language and communication	CPD costs; release time for staff
Investment in TA training to support early years and SLCN needs	Excellent early childhood provision Improved SLCN support	TA CPD programmes; coaching and mentoring resources
Deployment of additional support staff in CIW, Nursery, and Reception classes	High-quality early learning experiences	Staffing costs

Access to specialist intervention programmes for pupils with speech and language needs	Targeted and universal speech, language, and communication provision	External specialist input or programme costs
Music, sport, and enrichment opportunities (including subsidised residential trips) for all pupils	High aspirations and inclusion for all pupils	Trip subsidies; specialist teacher contracts; resource costs
Establishment and running of nurture provision in the Star Room	Support for vulnerable pupils through strong relationships and nurture-based approaches	Staffing, resourcing, and training for nurture practitioners
Monitoring and evaluating impact (including pupil voice, staff feedback, and learning observations)	All outcomes — to assess progress and inform adjustments throughout the year	Internal cover for staff involved in reviews; tools for data collection

## Learning and teaching

Budgeted cost: £100,000

Activity	Evidence that supports this approach
Teaching and learning – training and cover cost	Inset programme Training matrix Budget spend on CPD and cover
<i>Resources</i>	Cost of programmes such as reading eggs, maths seeds, TT Rockstars. Read, write inc resources and consultant support. Music service Support for visits/residential support Classroom support for teaching and learning – employment of TAs to support in classrooms across the school

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Budgeted cost: £10,000

Activity	Evidence that supports this approach
Wraparound Service	Reduced cost places for vulnerable pupils Cost of staffing of family liaison officer to support with parenting concerns.

## Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £50,000

Activity	Evidence that supports this approach
Non-teaching ALNCo	Support for parents Liaising with a range of agencies Supporting teaching and learning
Well trained TAs supporting nurture and health and well-being	ELSA support Targeted classroom support Addressing needs of vulnerable pupils Support for regulating behaviour

Total budgeted cost: £160,000

## 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 2024 to 2025 academic year.

### Impact of Funding

Focus Area	Impact
To support high-quality learning and teaching for all pupils	- Staff are more confident using oracy strategies - Pupils demonstrate improved communication, collaboration, and engagement in lessons
Early childhood play, learning and care is excellent and provides quality experiences for all pupils	- High-quality adult interactions observed in CIW, Nursery, and Reception - TA training enhanced provision and increased pupil independence and language use
High aspirations supported by strong relationships across the curriculum. Excellent provision in place for vulnerable pupils	- Increased participation in enrichment activities (music, sport, trips) - Nurture provision supports emotional regulation and improves readiness to learn
Speech, language and communication is provided through targeted intervention as well as universal classroom practice	- Pupils with SLCN made measurable progress - All staff consistently apply communication-friendly approaches in class

### 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
Nurture Support	Elsa

### Further information (optional)

We also use other agencies to support with our food bank.  
 We fundraise and offer bags at Christmas and Easter  
 We offer second hand uniform free of charge.