

Pupil Development Grant School Statement

St Joseph's Cathedral Primary School | 2026 to 2027

This statement details our school's use of the Pupil Development Grant for the 2026 to 2027 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

Detail	Data
School name	St Joseph's Cathedral Primary School
Number of learners in school	490 pupils
Proportion of PDG eligible learners	18%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	A Heald
PDG Lead	A Heald
Governor Lead	M Pitson

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£121,085
EY PDG funding	
Smoothing Fund	
LAC PDG funding	
Total PDG allocation for this academic year	£121,085
Total planned spend to support vulnerable and disadvantaged pupils	£160,000

Although the school's PDG allocation for 2026 to 2027 is £121,085, St Joseph's Cathedral Primary School intends to spend approximately £160,000 on provision to support vulnerable and disadvantaged pupils. The additional expenditure will be met from the school's delegated budget.

This reflects the context of our school community. A significant number of families experience financial hardship but are not eligible for, or do not claim, free school meals. As a result, the proportion of pupils who require support is greater than the number identified through FSM eligibility alone. The school therefore uses its wider budget, alongside the PDG, to ensure that pupils are not disadvantaged by poverty or financial pressure.

This additional investment supports access to provision such as free music opportunities, school trips, residential visits, reduced-cost wraparound care, targeted intervention, nurture support, family liaison and the Enhanced Inclusion Provision.

Part A: Strategy Plan

Statement of Intent

At St Joseph's Cathedral Primary School, our use of the Pupil Development Grant is rooted in our Catholic mission to ensure that every child is valued, known, supported and enabled to flourish. We are committed to reducing the impact of poverty and disadvantage by ensuring that vulnerable pupils have equitable access to high-quality teaching, targeted support, enrichment opportunities and wider school provision.

While 18% of pupils are identified as PDG eligible, this does not fully reflect the level of financial hardship experienced within our school community. Many families live close to the poverty line but are not eligible for, or do not claim, free school meals. Our strategy therefore takes a wider view of vulnerability and disadvantage, ensuring that support is directed according to need and not solely according to eligibility criteria.

Our ultimate objectives are to ensure that pupils eligible for the PDG, and other pupils identified as vulnerable or disadvantaged, are supported to achieve well and participate fully in the life of the school.

- make strong progress from their individual starting points;
- experience high-quality teaching and learning in every classroom;
- develop confidence, independence, resilience and positive learning behaviours;
- have full access to curriculum enrichment, including music, educational visits, residential opportunities, sport and cultural experiences;
- are supported emotionally, socially and pastorally so that they are ready to learn;
- benefit from strong home-school relationships, with parents and carers supported to engage confidently with school life;
- are not disadvantaged by financial barriers to participation.

Our strategy is closely aligned to the School Development Plan for 2026 to 2027.

SDP Priority 1: To embed a consistent whole-school approach to high-quality teaching, adaptive practice and learner independence through the St Joseph's Way "We Can" Culture.

PDG funding will support this priority by strengthening classroom practice, developing adaptive teaching, ensuring effective use of support staff and improving pupil independence. Vulnerable pupils will be supported to access learning confidently and successfully through high expectations, careful scaffolding and targeted intervention where needed.

SDP Priority 2: To develop pupils as confident scientific thinkers through a progressive approach to enquiry, investigation and problem-solving.

PDG funding will support access to high-quality curriculum resources, practical learning opportunities and enrichment activities so that disadvantaged pupils are able to participate fully in science, technology and wider curriculum experiences.

SDP Priority 3: To strengthen the connection between oracy and writing so that nearly all pupils use oral rehearsal, discussion and ambitious vocabulary to improve writing outcomes.

PDG funding will support staff training, targeted language provision and intervention so that pupils develop the vocabulary, confidence and communication skills needed to succeed across the curriculum.

A key element of our strategy is ensuring that vulnerable pupils are not excluded from the wider life of the school. We use PDG funding and additional school funding to support access to school trips, residential visits, music opportunities and enrichment activities. Our school provides free music opportunities for pupils and uses funding to reduce financial barriers where families may otherwise struggle to participate.

We also use funding to support our Enhanced Inclusion Provision. This provision enables vulnerable pupils, including those with additional learning, social, communication, sensory or emotional needs, to access targeted support in a nurturing and structured environment. A designated teacher oversees provision for vulnerable pupils and works closely with parents, carers, staff and external agencies to ensure that support is well coordinated and responsive to need.

Our strategy also recognises the importance of supporting families. We offer reduced-cost wraparound provision for identified vulnerable pupils and work with parents to remove barriers linked to attendance, wellbeing, behaviour, confidence and engagement with school.

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	Link to SDP / Provision	How Success Will Be Measured
To support high-quality learning and teaching for all pupils	Linked to SDP Priority 1: high-quality teaching, adaptive practice, learner independence and the St Joseph's Way "We Can" Culture	Lesson observations, learning walks, book scrutiny, pupil progress meetings, intervention reviews, pupil voice and improved progress for vulnerable pupils
To improve pupils' confidence, independence and readiness to learn	Linked to SDP Priority 1 and whole-school approaches to learning behaviours, nurture, wellbeing and emotional regulation	Improved engagement in lessons, reduced barriers to learning, pupil voice, wellbeing records, pastoral reviews and teacher assessment
To ensure vulnerable pupils have full access to the wider curriculum	Linked to our commitment to equity and inclusion, including free music, school trips, residential support and enrichment opportunities	Participation records for trips, residentials, music, sport, clubs and enrichment; reduced non-participation due to financial barriers
To strengthen support for speech, language, communication and oracy	Linked to SDP Priority 3: oracy, vocabulary, discussion and writing	Intervention records, staff monitoring, pupil progress, improvements in spoken language, confidence and written outcomes
To support pupils with additional learning, sensory, social, communication and emotional needs through the Enhanced Inclusion Provision	Linked to inclusive practice, adaptive teaching and targeted support for vulnerable pupils	EIP provision maps, individual pupil reviews, parent meetings, progress data, wellbeing records and agency involvement
To strengthen partnership with parents and carers of vulnerable pupils	Linked to community-focused practice, family liaison, reduced-cost wraparound and support with attendance, wellbeing and engagement	Records of parental engagement, attendance meetings, support plans, improved communication and reduced barriers to school participation

Activity in This Academic Year

This details how we intend to spend our PDG and additional school funding this academic year to achieve the intended outcomes listed above.

Planned Activity	Linked Intended Outcome(s)	PDG Use / Cost Implication
Staff training, release time and cover to support high-quality teaching, adaptive practice, oracy and learner independence	High-quality learning and teaching; improved confidence, independence and readiness to learn; stronger oracy and writing	Training costs, staff release and supply cover
Targeted support for vulnerable pupils through carefully planned intervention	Improved pupil progress; improved access to learning; support for pupils with language, social, emotional or learning needs	Staffing and intervention resources
Enhanced Inclusion Provision, including teacher oversight and targeted support for vulnerable pupils	Support for pupils with ALN, sensory, communication, social and emotional needs; improved wellbeing and access to learning	Staffing, planning, resources and review time
Support for school trips, residential visits and curriculum enrichment	Full access to the wider curriculum; removal of financial barriers	Subsidies for trips, residentials and enrichment opportunities
Free music opportunities and support for participation in wider cultural experiences	Equity of access; confidence, aspiration and wider achievement	Music provision and associated costs
Reduced-cost wraparound provision for identified vulnerable pupils	Support for families; improved attendance, punctuality, wellbeing and access to school provision	Subsidised places in wraparound provision
Family liaison and parental support	Stronger partnerships with parents and carers; improved engagement with school	Staffing time, meetings, signposting and liaison with external agencies
Support for nurture, wellbeing and emotional regulation	Improved readiness to learn; reduced barriers to learning	ELSA support, nurture resources and staff time
Support for uniform, food poverty and wider family hardship where appropriate	Removal of barriers linked to disadvantage	Uniform provision, food support and hardship-related support

Learning and Teaching

Budgeted cost: £100,000

Activity	Evidence that supports this approach
Teaching and learning: training, staff release and cover costs	High-quality teaching is the most significant in-school factor in improving outcomes for pupils. Funding will support staff to embed consistent approaches to adaptive teaching, scaffolded learning, assessment for learning, oracy and pupil independence, directly linked to SDP Priority 1 and Priority 3.
Targeted intervention and support for vulnerable learners	Vulnerable pupils often require timely, focused support to address gaps in learning, language development, confidence and independence. Intervention will be reviewed regularly through pupil progress meetings and provision mapping.
Resources to support adaptive teaching, oracy, vocabulary development and access to the curriculum	Appropriate resources help pupils access learning more independently and reduce barriers to participation. This includes resources linked to communication, language, sensory need, curriculum access and practical learning.

Community Focused Schools

Budgeted cost: £10,000

Activity	Evidence that supports this approach
Reduced-cost wraparound provision for vulnerable pupils	Wraparound provision supports families by reducing financial pressures and improving access to safe, consistent care before and after school. This can support attendance, punctuality, wellbeing and parental engagement.
Family liaison and support for parents and carers	Strong relationships with families help the school identify barriers early and provide timely support. This includes support with attendance, behaviour, wellbeing, routines, parenting concerns and signposting to external services.
Support for food poverty, uniform and wider family hardship	Practical support helps reduce the impact of disadvantage and ensures pupils can participate in school life with dignity. This includes second-hand uniform, food support and seasonal support where appropriate.
Support for participation in trips, residential and enrichment	Financial barriers can prevent pupils from accessing wider curriculum experiences. Funding will support access to trips, residential visits and other enrichment opportunities so that vulnerable pupils can participate fully.

Wider Strategies

Budgeted cost: £50,000

Activity	Evidence that supports this approach
Enhanced Inclusion Provision	The EIP provides targeted support for pupils with additional learning, sensory, communication, social, emotional and wellbeing needs. It enables vulnerable pupils to access learning through specialist planning, small-group support and close liaison with parents and staff.
Designated teacher oversight for vulnerable pupils and families	Vulnerable pupils benefit from coordinated provision and consistent adult oversight. A designated teacher will oversee support, liaise with parents and carers, work with staff and link with external agencies where appropriate.
Non-teaching ALNCo support	The ALNCo role supports parents, liaises with a range of agencies, supports teaching and learning and ensures that provision for pupils with additional learning needs is carefully planned and reviewed.
Well-trained teaching assistants supporting nurture, wellbeing and learning	Teaching assistants provide targeted classroom support, nurture, ELSA support, support for emotional regulation and intervention for pupils who need additional help to access learning.
Free music and wider enrichment opportunities	Access to music supports confidence, self-esteem, aspiration, cultural capital and participation in the wider life of the school. Funding helps ensure that vulnerable pupils can benefit from opportunities regardless of family income.
Health, wellbeing and emotional regulation support	Pupils experiencing disadvantage may face additional barriers linked to wellbeing, confidence, attendance or emotional regulation. Nurture and wellbeing support helps pupils feel safe, supported and ready to learn.

Total budgeted cost: £160,000

The total planned spend exceeds the school's PDG allocation. The additional cost will be met from the school's delegated budget, reflecting the school's commitment to supporting pupils and families whose needs are not fully represented by FSM eligibility data.

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.

Impact of Funding

Focus Area	Impact
To support high-quality learning and teaching for all pupils	Staff became more confident using oracy strategies and adaptive teaching approaches. Pupils demonstrated improved communication, collaboration and engagement in lessons. Professional learning supported consistency across classes and strengthened expectations for vulnerable pupils.
Early childhood play, learning and care is excellent and provides quality experiences for all pupils	High-quality adult interactions were observed across CIW, Nursery and Reception provision. Teaching assistant training enhanced early years provision and supported pupil independence, language development and confidence.
High aspirations supported by strong relationships across the curriculum. Excellent provision in place for vulnerable pupils	Vulnerable pupils benefited from increased access to enrichment activities including music, sport, trips and wider curriculum experiences. Nurture provision supported emotional regulation, confidence and readiness to learn.
Speech, language and communication is provided through targeted intervention as well as universal classroom practice	Pupils with speech, language and communication needs made progress through targeted intervention and communication-friendly classroom practice. Staff used consistent strategies to support vocabulary, oral rehearsal and pupil confidence.
Support for families and reduction of financial barriers	Support with trips, residential opportunities, wraparound provision, food, uniform and wider hardship helped ensure that vulnerable pupils could participate more fully in school life. Parents were supported through direct communication, family liaison and signposting where needed.
Enhanced Inclusion Provision and targeted support	The Enhanced Inclusion Provision supported vulnerable pupils with additional learning, sensory, communication, social and emotional needs. Small-group support, specialist planning and close communication with parents helped pupils access learning more successfully.

Externally Provided Programmes

Please include the names of any programmes that you purchased in the previous academic year.

Programme	Provider
Nurture Support	ELSA

Further Information

In addition to the planned use of PDG funding, the school works with other agencies and community partners to support families experiencing hardship. We support families through food bank links, seasonal support at Christmas and Easter and access to second-hand uniform free of charge.

As a Catholic school, our approach is rooted in dignity, inclusion and care for the whole child. We are committed to ensuring that pupils experiencing disadvantage are not defined by barriers, but are supported to thrive academically, socially, emotionally and spiritually.