

Pupil Development Grant School Statement template

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 RC Primary BG
Number of learners in school	103
Proportion (%) of PDG eligible learners	24.5
Date this statement was published	2/7/2025
Date on which it will be reviewed	Mar-26
Statement authorised by	John McMorrow/Robin Davies
PDG Lead	John McMorrow/Robin Davies
Governor Lead	Vicki Clark-Browning

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£31,050
Total budget for this academic year	£39,100

Part A: Strategy Plan

Statement of intent

To narrow the gap between attainment of FSM and non FSM pupils and those pupils from lower income families.
School is situated in an area of high deprivation. Ensure that families have financial support available for residential trip in July 2026.
We will identify groups of learners who may be targeted for small group intervention.
Through tracking, ensure FSM pupils have the support they need to achieve their full potential.

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

Intended outcome	Success criteria
All pupils to make good progress in reading through high quality teaching, resources and interventions when required.	Majority of pupils reading at the expected level and to have made progress evidenced by assessment tracker from starting point.
Pupils to have classroom based support.	Member of staff employed to enhance standards in on entry early years, with particular focus on oracy.
All pupils to have adequate resources to engage in raising reading standards.	Subscription to Accelerated Reader to improve engagement in reading with particular focus in Year 1/2.

Activity in this academic year

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

Learning and teaching

Budgeted cost: £31,050 PDG £8,050 EYPDG

Activity	Evidence that supports this approach
Member of early years staff employed	Staff member to assess on entry and deliver appropriate interventions to raise standards in oracy in early years. (EEF Teaching & Learning).

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

Budgeted cost: As above

Activity	Evidence that supports this approach
2 members of staff part funded.	Small group interventions for Literacy and Numeracy. (EEF).

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach
Subscription to Accelerated Reader	Engagement levels of pupils in Year 1/2.
Financial support for families for residential in July 2026.	

Total budgeted cost: £40,600]

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.

Activity	Impact
Monitoring of progress of FSM pupils	<p>25% of pupils are FSM including 4 pupils in Nursery.</p> <p>Reception – 4 FSM pupils. One pupil non-verbal and with a Local Authority held IDP. This one pupil has made some progress since entry but not in writing as he remains non-verbal. 75% of pupil books show progress from September.</p> <p>Year 1- 4 FSM pupils – 100% of pupils have made progress in writing since September.</p> <p>Year 2 – 4 FSM pupils – 100% of pupils showing progress.</p> <p>Year 3- 6 FSM pupils – 5 pupils (83%) have made good progress since September and 1 pupil has made progress but it is limited. The pupil's attendance is verging on the 'Needs attendance' category and she has been receiving Speech and Language support from an outside agency.</p> <p>Year 4 – 1 FSM pupil – Joined school 12 months ago. Has made progress from his start point.</p> <p>Year 5 – No FSM pupils.</p> <p>Year 6- 2 FSM pupils - one pupil joined the school 2 years ago. Both pupils have made progress from their start point. Progress of one is evident but limited.</p> <p>Summary from book 100% of FSM pupils have made progress since September. Where progress is limited in a couple of areas there are</p>

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

Programme	Provider

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.