

Pupil Development Grant School Statement template

This statement details our school's use of the PDG 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. 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	82
Proportion (%) of PDG eligible learners	24.5
Date this statement was published	07/09/2026
Date on which it will be reviewed	Mar-26
Statement authorised by	John McMorrow/Robin Davies
PDG Lead	John McMorrow/Robin Davies
Governor Lead	Robin Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£31,050 & £9,200 EYPDG
Total budget for this academic year	£40,250

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 2027.
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. New reading scheme purchased.

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 £9,200 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 & Mathletics	Engagement levels of pupils in Year 1/2.
Financial support for families for residential in July 2027.	

Total budgeted cost: £40,250]

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	Overall FSM Context Around a quarter of pupils are eligible for free school meals (FSM).
	Reception There are four FSM pupils. One pupil, receives speech & language support. Another is receiving emotional support. All four pupils have made good progress across the year in oracy.
	Year 1 There are three FSM pupils. All pupils have made progress since September. One pupil had a LA held IDP & transferred to specialist provision in June 2026. The other two pupils made good progress in reading & writing.
	Year 2 There are three FSM pupils. All pupils are showing progress made. Two of the pupils made better than expected progress. One pupil made limited progress & had external agency involvement.
	Year 3 There are three FSM pupils. All three pupils made progress in reading and writing from their starting point. One pupil's progress was limited due to external factors.
	Year 4 There are five FSM pupils. Three pupils made above expected progress. Two made limited progress and have been receiving outside support.
	Year 5 There are two FSM pupils. Both have made good progress in reading, writing & numeracy. Both are EAL pupils.
	Year 6 There are no FSM pupils in Year 6.
	Summary All FSM pupils have made progress from their starting point since September.

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
Phonics	Monster Phonics

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.