# logoColour-01

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

## This statement details our school’s use of the PDG for the 2022 to 2023 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 | Shirenewton Primary |
| Number of pupils in school | 203 |
| Proportion (%) of PDG eligible pupils | 7% |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Shared with Governors |
| PDG Lead | Mr N Penn |
| Governor Lead | Ceri O’Connell |

**Funding Overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year | £12,650 |
| EYPDG funding allocation this academic year | £1,150 |
| **Total budget for this academic year** | £13,800 |

# Part A: Strategy Plan

## Statement of Intent

|  |
| --- |
| * Pupils across the school to be supported in social and emotional wellbeing * Staff ensure pupils are making progress in learning and wellbeing - strategies to be reviewed * Resources purchased to support fine and gross motor skills |

## Intended Outcomes

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Pupils across the school to be supported in social and emotional wellbeing - ELSA | FSM/Vulnerable pupils to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing. |
| Staff ensure pupils are making progress in learning and wellbeing - strategies to be reviewed | SLT to monitor progress of the FSM/vulnerable pupils, both academically and their social and emotional wellbeing. Progress made with ELSA support. Monitor impact of strategies provided. |
| Resources purchased to support fine and gross motor skills - EYPDG | Reception pupils to have the opportunity to use resources which they may not have at home – in turn, this will support their fine and gross motor skills. |

/

**Activity in this academic year**

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

|  |
| --- |
| * Two Teaching Assistants to be released to cover the role of ELSA * SLT release time to monitor progress of the identified pupils and impact of strategies * Resources purchased |

### Learning and Teaching

Budgeted cost: £ 10,461

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| TA release for ELSA | ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area |
| Purchase resources | Resources being used by pupils; fine and gross motor skills improve – pupil baseline and observations |

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

Budgeted cost: £3,400

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| SLT release to monitor impact and progress | SLT to write FADE forms |

**Total budgeted cost: £13,800**

# 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 2021 to 2022 academic year.

* ELSA: Pupils benefitted from support and felt more confident talking about their emotions.
* Music tuition: Pupils benefited from the opportunity of playing an instrument and attended subsequent music club as a result of this.
* Intervention KS2: Additional support – small group and individual support for academic, social and emotional. Pupils felt supported and knew who to speak to when stuck in their work.