

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2024 to 2025 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	George Street Primary School
Number of learners in school	399
Proportion (%) of PDG eligible learners	30%
Date this statement was published	21.10.24
Date on which it will be reviewed	September 2025
Statement authorised by	Keri Manley (Headteacher)
PDG Lead	Keri Manley (Headteacher)
Governor Lead	Dan James

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£125,350
EYPDG	£36,800
Total budget for this academic year	£162,150

Strategy Plan

Statement of intent

The Pupil Development Grant (PDG) is given to schools in Wales and aims to tackle the impact of deprivation and disadvantage on educational attainment. Funding is based on a per pupil basis and is designed to specifically support the progress of pupils in receipt of free school meals (FSM).

At George Street, it is our intention to:

- Support pupils to feel safe, happy and secure high levels of wellbeing
- Provide wellbeing interventions, by trained staff, so pupils are ready to learn

- Provide support to raise standards, particularly in literacy and number skills through different interventions and platforms
- Appropriately adapt and differentiate teaching and learning to meet the needs of pupils
- Provide FSM pupils with the same opportunities and experiences as non FSM pupils
- Improve family and community engagement through a range of activities

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	Success criteria
Vulnerable pupils will gain the necessary support needed with their social and emotional development, which will enable them to access learning effectively. For example, through Thrive Practitioners, Emotional Literacy Support Assistant, Trauma Informed Schools Practitioner	<p>Learner well-being is a priority.</p> <p>Identified pupils are well supported and nurtured and improvements in wellbeing are observed and sustained.</p> <p>School monitoring indicates that learners become more emotionally robust and can develop and maintain respectful relationships.</p>
Regular interventions to raise standards of progression and achievement. Provide small group and individual interventions to raise standards in literacy and numeracy skills. For example, small group maths support, Fresh Start, Read Write Inc, Fast Track Tuition.	All learners make at least expected progress in development of their reading, writing and numeracy skills relevant to their starting point.
Providing regular Forest School and Coastal School activities and visits to support the development of pupils' social, physical and communication skills and to improve their knowledge and understanding of the environment.	<p>All learners from Nursery to Year 6 has access to Forest School activities to improve knowledge and understanding of the environment.</p> <p>All learners from Reception to Year 6 has access to Coastal School activities to improve knowledge and understanding of the environment.</p>
Subsidising the cost of transport and enrichment activities to broaden pupils' experience. For example, to fund visits and visitors into school and to reduce the cost of residential visits.	Identified FSM and vulnerable learners will participate fully and not be disadvantaged in relation to educational activities.
To further develop the school's provision for social and emotional development and for families and wider community	<p>Continue to develop the role of the Family Liaison Officer within the school.</p> <p>Develop a wider range of support programmes for families and pupils.</p>

	Develop wider links with support groups who can offer support for families.
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Activity in this academic year

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

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| <ul style="list-style-type: none"> • Additional support staff members employed to deliver academic and wellbeing interventions that meet the needs of vulnerable learners and their families • Staff and lead staff identify groups of learners and track their progress in reading, writing and numeracy • Use the school’s assessment system to identify barriers to learning, plan for next steps and monitor the impact of intervention • Leads monitor eFSM learners and identify support needed to ensure they reach their potential • Family Liaison Officer to support identified families to support them in meeting the wellbeing and academic needs of their children successfully. |
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Learning and teaching

Budgeted cost: £91,563

Activity	Evidence that supports this approach
To provide regular timetabled forest school / coastal school sessions for all pupils.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> • Collaborative learning approaches
Pupils will receive bespoke phonics, reading and numeracy support or interventions, according to their specific needs by way of online platforms.	Estyn - The use of the outdoor learning environment to support pupils learning and well-being Education Endowment Foundation (EEF) – Teaching and Learning toolkit:
Pupils to have access to high quality early years provision as well as basic skill support through small group support and appropriate resources.	<ul style="list-style-type: none"> • Teaching assistant interventions • Mastery learning • One to one tuition • Phonics <p>Impact data from previous years of use. All target pupils receiving regular intervention and making progress in literacy and numeracy skills.</p> <p>Education Endowment Foundation – Early Years toolkit:</p> <ul style="list-style-type: none"> • Play-based learning • Early numeracy approaches • Early literacy approaches

	<ul style="list-style-type: none"> • Communication and language approaches
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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: £42,719

Activity	Evidence that supports this approach
FLO officer provides effective support to identify vulnerable pupils and families through: regular communication, signposting support, liaising with external agencies and monitoring attendance.	Estyn - Community schools: families and communities at the heart of school life Welsh Government Guidance 2022: 'Community Focused Schools' Heart of the Community – Silver Award Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> • Parental engagement
To secure effective communication with parents.	School's register of parental engagement School's register of families supported
To enhance community links by providing the community with events at school.	
Community officer to link with charities to provide support to identified families and to run support groups.	

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

Budgeted cost: £27,868

Activity	Evidence that supports this approach
Thrive support for identified pupils.	Education Endowment Foundation (EEF) – Teaching and Learning toolkit: <ul style="list-style-type: none"> • Social and emotional learning • Teaching assistant interventions • Metacognition and self-regulation

Total budgeted cost: £162,150

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 2023 to 2024 academic year.

Activity	Impact
Family Liaison Officer to support pupils/families.	<p>Family Liaison Officer (FLO) links with the community grew last year, increased contact with vulnerable families.</p> <p>FLO meet regularly with parents to offer support with food, clothing and additional household resources.</p> <p>All families report that the support was highly impactful and supportive.</p>
Regular timetabled forest school / coastal school sessions for all pupils.	<p>All children from nursery to year 6 had access to forest school sessions and activities (timetabled once a week per class). Children’s engagement levels during these sessions were good and children showed good understanding of aspects of the outdoors. All pupils expressed their enjoyment of the experiences.</p> <p>All children from years 1 to 6 attended one coastal school trip last year. This initiative was fully funded by school, ensuring all children attended.</p>
High quality provision in Early Years.	Additional teaching assistant employed
<p>Thrive support for identified pupils.</p> <p>Licence for Thrive assessment software and annual update training for practitioners.</p>	<p>All identified pupils received weekly Thrive sessions with trained TA.</p> <p>Pupils made good progress in regulating feelings and emotions. Positive feedback from parents.</p>
<p>Licence costs for digital platform (AR), including STAR reading assessment.</p> <p>Licence costs for digital platform (MyON)</p>	<p>All children from years 3 to 6 accessed AR and MyOn.</p> <ul style="list-style-type: none"> •Year 6 personalised assessment data shows we met the national average in reading. 39% of Year 6 pupils attained SS 110+ (compared to 33% of the cohort in 2023). 16% of pupils (9) attained <SS80. •Year 5 progress score of 1001 (previously 996) shows improvement. 28% of Year 5 pupils attained SS 110+ (compared to 19% of the cohort in 2023). 22% of Year 5 attained SS<85. •93% of children who accessed RWI made progress. 15% of pupils who accessed RWI completed the RWI programme. In Year 4, 79% of children completed the RWI programme.
Licence costs for STAR maths assessments	All children from years 3 to 6 accessed STAR maths.

	<p>•Overall attainment of pupils in procedural personalised assessments is marginally below the average (by the maximum of 6 points) in Years 3-6. Year 2 are slightly above the national average. While there has been progress over the last 12 months, a minority of pupils attain below SS 85 (e.g. 23% of 2024 Year 6 cohort compared to 35% in the previous year). 26% of Year 6 pupils attain SS 110+ which is on a par with attainment in reading.</p>
To secure effective communication with parents	<p>All families have access to Teacher2Parents app.</p> <p>All families receive the minimum of weekly updates from school.</p> <p>All families access parent consultation invites through the app.</p>
School subsidy to mitigate cost of visits and visitors e.g. transport for coastal school / sporting / curriculum visits	<p>All children from years 1 to 6 attended one coastal school trip last year. This initiative was fully funded by school, ensuring all children attended.</p> <p>Buses for school trips (including visitors to school) were subsidised by PDG to ensure all children could take part. E,g residential trip, Victorian visitor and workshops.</p> <p>All sporting trips were subsidised by PDG.</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 Wales.

Programme	Provider
Whole staff training and development (RWI)	Read, Write, Inc
Accelerated Reader and STAR maths	Renaissance