



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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	Christchurch
Number of pupils in school	158
Proportion (%) of PDG eligible pupils	26.4%
Date this statement was published	29.9.22
Date on which it will be reviewed	Jan 2023
Statement authorised by	
PDG Lead	Helen-Marie Davies
Governor Lead	Kay Piper

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£51,750
Total budget for this academic year	£679,391

Part A: Strategy Plan

Statement of Intent

- Increased attainment for targeted pupils
- FSM and other vulnerable pupils received appropriate intervention and support in order to achieve their expected outcomes
- Improved outcomes of eFSM pupils.

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
All families supported financially if needed, to enhance pupil engagement in school life	All pupils have equal access to school trips, music tuition and school uniform
Pupil well-being is a priority. All pupils have the support needed to achieve academically, socially and spiritually	Pupils settle well into school and feel supported throughout their time in Christchurch School
All pupils make good progression as a result of quality support when needed.	All pupils make at least expected progress with many pupils making above expected progress.

Activity in this academic year

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

As a school we have agreed to:

- Identify groups of learners and track their progress in reading, spelling and numeracy.
- We will plan effective interventions to meet the needs of these learners and their families.
- We will ensure that pupils and families are well supported on entry to school to ensure they have the right information and resources to succeed.
- We will provide high quality teaching and learning and plan specific high quality training for school staff, regarding the progression of literacy, numeracy through all areas of learning and experience.

- We will use a range of assessment approaches to identify barriers to learning and monitor the impact of intervention.

Actions:

- Appoint a senior leader within the school to lead on the Raising Achievement for Disadvantaged Youngsters (RADY)
- Identify eFSM learners and identify support needed to ensure they reach their potential
- Deliver intervention programs across all phases
- Use the school's assessment system to identify barriers to learning and plan for next steps.
- Supplement educational trips and school uniform for eFSM families or those in need of additional financial support.

Learning and Teaching

Budgeted cost: £ 39,468

Activity	Evidence that supports this approach
Small group support for literacy and numeracy	Additional staff to support teaching and learning enables bespoke intervention for pupils identified with need.
Support for pupil and family well-being	The purposeful use of a well-being officer enables pupils and their families to be appropriately supported eg by signposting external support, providing in house strategies, developing strong school to family links and monitoring pupil well-being.

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

Budgeted cost: ££12,300

Activity	Evidence that supports this approach
<i>Well-being lead in Nursery/Reception</i>	Parents are more likely to confidently support their child on their learning journey if they know what to expect, what support is needed and if they have the right skills and resources.

Total budgeted cost: £ 51,768

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 2020 to 2021 academic year.

- Music therapy provided for pupils when required. EG. Bereavement, behaviour etc.- Pupils have strategies to cope and develop resilience. Pupils reach their potential
- Staff support all pupils with the new way of teaching and learning in Foundation Phase. Pupils are challenged with effective questioning skills and supported to embed skills in EPiC activities independently.
- Pupils at risk of not achieving expected outcomes by the end of key stage 2 are supported with missing skills.
- Targeted pupils reading at an appropriate level for their age by the end of the academic year.

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
Partneriath partnership working-Raising the Achievement of Disadvantaged Youngsters RADY- NO COST	Partneriath in partnership with Challenging Education

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.

