



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.

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 Oswald's
Number of learners in school	130 FTE
Proportion (%) of PDG eligible learners	
Date this statement was published	September 24
Date on which it will be reviewed	September 25
Statement authorised by	
PDG Lead	Michael Scale
Governor Lead	Kath Jones

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£8,066.29
Total budget for this academic year	£8,066.29



Part A: Strategy Plan

Statement of intent

You may want to include information on:

The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential. At St Oswald's V.A. School, we plan and provide support, provisions, implement strategies and interventions that focus on the attainment and achievements of these learners. We monitor the progress and evaluate the success and effectiveness of these strategies.

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
<p>Early Years/ Progression Step 2</p> <p>Opportunities for targeted pupils to develop literacy and numeracy skills. Regular updates to parents on progress made and strategies to be used at home to reinforce learning at school. Introduce the FACE project.</p>	<p>Improved literacy, numeracy and physical skills throughout Foundation Phase. Improved attainment in literacy and numeracy. Increased concentration on learning and tasks in a whole class situation and links with families.</p>
<p>Emotional Literacy</p> <p>Emotional support for pupils across the school who are experiencing issues with anxiety or behavioural difficulties. Allocate pupils to each ELSA. ELSA drop in session on a Friday, which offers a calming environment to enable pupils to develop coping strategies.</p>	<p>Improved attendance of pupils accessing ELSA support programme. Developing positive attitudes to learning and school – Analyse through PASS.</p>
<p>Additional Learning Needs Provision</p> <p>Targeted provision for disadvantaged pupils with additional learning needs, who have difficulty in accessing the curriculum in a normal classroom environment. Enhancing learning opportunities (intervention support) that</p>	<p>Improved attainment in all areas of learning. Development of social skills. Develop and foster positive attitudes to learning.</p>



develop transferable to skills and knowledge back to the classroom.	
Everyday life experiences For all children to experience visits within the local area e.g. local beaches, swimming pool, visits etc. Support for pupils to access these visits as well as other opportunities in school i.e. musical instrument tuition.	Well-being of pupils and parents.

Activity in this academic year

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

- £7566.29 Emotional Literacy/ Numeracy / Literacy/ ALN Provision
- £500 Everyday life experiences

Learning and teaching

Budgeted cost: £5000

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> • Communication and language approaches • Early numeracy approaches Social and emotional strategies • Parental engagement • Physical development approaches • Phonics • Reading comprehension strategies • Small group support 	Estyn good practice Education Endowment Foundation Cluster working



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

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

Budgeted cost: £3066.29

Activity	Evidence that supports this approach
ELSA support, social stories, Talkabout	Advice from the inclusion service
Archbishop of York leadership Award	Cluster working with Diocesan schools

Total budgeted cost: £8,066.29

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
Targeted Intervention	We continue to provide a number of specialist provisions which directly support the learners – phonics, Bucket Time. We give specialist support for well-being e.g. ELSA sessions, construction therapy and a range of parental engagement activities.

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

Further information (optional)

We are a Church school that works actively with parents and the wider school community to involve them in their child's education. School leaders have developed a system to track and monitor pupils' progress purposefully as they move through the school, in line with the requirements of CfW. The SLT and teachers have forged a very strong professional relationship with parents and carers, who are regular, welcome visitors to school. There is a wide range of valuable provision to meet the needs of pupils who have additional needs. All pupils were moved onto the new ALN code last year.

There are frequent opportunities for pupils to grow in confidence within the wide range of curriculum experiences offered. The school frequently provides good opportunities that encourage pupils to participate in the arts, for example, drama performances of Shakespeare's Julius Caesar and the opportunities for children to learn an instrument within the school.

Opportunities to participate in sporting activities, teams and tournaments are regular and varied, involving many pupils and a wide range of sporting contexts.

All children that have been supported with ELSA have made progress. ELSAs have been able to focus on key areas of support, working alongside the teachers to assess and develop a programme of support in each child's area of need. As well as targeted children, they have a larger number of children who they have drop-in sessions with; those they have previously supported, those who have been identified as needing external emotional support services and/or those who are awaiting ELSA sessions or more intensive support.