

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	Durand Primary
Number of pupils in school	218
Proportion (%) of PDG eligible pupils	32%
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body and EAS (SIP)
PDG Lead	Mrs Waters / Mrs H Kilbourn
Governor Lead	Mr P Wakelin

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£62,100
EYPDG	£17,250
Total budget for this academic year	£79,350

Part A: Strategy Plan

Statement of Intent

Pupil Development Grant is allocated to all schools and settings. The elements of the grant are:

- Early Years Pupil Development Grant (EYPDG) allocated to non-maintained settings and schools with early years (primary and infant schools)
- Pupil Development Grant to support those learners who are entitled to 'Free School Meals' (FSM) - allocated to both primary and secondary schools.

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

Our ultimate objectives for pupils being supported through the PDG grants is for them to reach their full potential academically. This will be achieved by either providing support directly with

their learning or by supporting their well-being so that they are in a position to access their academic learning.

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
Staffing to support ELSA and Thrive intervention, supporting emotional and social wellbeing. This will impact on confidence, self-esteem and attitudes to learning.	FSM / Vulnerable learners to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing.
Staffing to support learners through in class support and intervention programmes targeting support for FSM / vulnerable learners.	Assessment information is used robustly to plan next steps in learning for FSM / Vulnerable groups. RADY uplift pupils are identified, strategies are planned for, implemented and monitored for impact. Progress for RADY pupils carefully tracked from baseline and accelerated for uplift pupils.
Staffing to deliver Forest School for every class, building confidence; self-esteem; social skills; language and communication; motivation and concentration; physical skills and knowledge and understanding.	FSM / Vulnerable learners will develop confidence and self-esteem through exploration and problem solving. Pupils will be more able to assess and take appropriate risks.
Provide music project sessions throughout the school to ensure access for all to music tuition.	Improved behaviour regulation and motor skills. Reduced anxiety levels, improved emotional regulation and focus attention. Playing in a group will improve pupils' ability to empathise with others.

Activity in this academic year

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

- HLTA part time to fulfil ELSA role
- TA part time to fulfil Thrive role
- TA intervention for vulnerable learners

- Teacher and TA to plan and run Forest School for all classes
- Violin music project R – Y2 and Upbeat music for all classes

Learning and Teaching

Budgeted cost: £72,051

Activity	Evidence that supports this approach
Further develop intervention programmes to support literacy, numeracy and wellbeing for RADY	EEF states the activity should have between moderate to high impact for low cost.
HLTA for ELSA provision Y3 – Y6	Moderate to high impact for low cost
Thrive TA for N – Y2	Moderate to high impact for low cost

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

Budgeted cost: £10,886

Activity	Evidence that supports this approach
Forest School programme for every class	High impact for low cost
Access to Upbeat Music Provision	Moderate impact for low cost

Total budgeted cost: £82,937

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 2022 to 2023 academic year.

Intervention programmes developed targeted learners' literacy and numeracy skills.

Wellbeing Survey data was used to inform Wellbeing interventions.

Improved engagement levels from pupils taking part in expressive arts and outdoor learning through Forest School.

ELSA: Pupils benefitted from support, feeling more confident to talk about their emotions and access strategies with increased independence to self-regulate and access learning.