

Pupil Development Grant School Statement for St Julian's Primary School

This statement details our school's use of the PDG for the 2024 to 2025 Financial year.

It outlines our strategy, how we intend to spend the funding this 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 Julian's Primary School
Number of learners in school	682 (68 Nursery)
Proportion (%) of PDG eligible learners	25%
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
PDG Lead	Mr Jones
Governor Lead	Mrs Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	PDG £161,182 EYPDG £24,150

Part A: Strategy Plan

Statement of intent

To ensure all learners including e-FSM and identified vulnerable learners:

- Feel safe, happy and secure with high levels of wellbeing.
- Have access to wellbeing intervention support
- Have access to high quality teaching and learning to ensure they make good or better progress and reach their full potential.
- Have equity of opportunity to be represented in family and community engagement event

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>Literacy and Numeracy Interventions</p> <p>As a result of ongoing assessments, identified learners will receive literacy / numeracy interventions or class-based support to enable them to achieve targets set and reach their full potential. As a result of ongoing assessments, identified learners will benefit from high quality literacy and/or maths intervention enabling them to make progress in learning, reducing the gap in attainment between e-FSM and non e-FSM learners.</p>	<p>As a result of ongoing assessments, identified learners will benefit from high quality literacy and/or maths intervention enabling them to make progress in learning, reducing the gap in attainment between e-FSM and non e-FSM learners.</p>
<p>Learner Reviews</p> <p>At the beginning of each term, all learners, including e-FSM and identified vulnerable learners, will meet with their class teacher to review their progress and identify individual targets/next steps in learning. As a result of regular Learning Reviews, all learners, including e-FSM and identified vulnerable learners, will be supported in identifying their progress in learning and what they need to do to improve further.</p>	<p>As a result of regular Learning Reviews, all learners, including e-FSM and identified vulnerable learners, will be supported in identifying their progress in learning and what they need to do to improve further.</p>
<p>Progress Reviews</p> <p>Progress Reviews between class teachers and SLT will ensure an ongoing focus on reviewing progress for all learners, including identified e-FSM learners, vulnerable learners and targeted learners, ensuring progress in learning As a result of termly Progress Reviews, identified learners will benefit</p>	<p>Identified e-FSM learners will participate fully and not be disadvantaged in relation to educational activities</p>

from high quality individual or small group teaching and learning enabling them to achieve their next steps in learning, reducing the gap in attainment between e-FSM and non e-FSM learners.	
<p>Access to Educational Activities</p> <p>Ensure access to all educational activities for all e-FSM learners. Identified e-FSM learners will participate fully and not be disadvantaged in relation to educational activities.</p>	<p>Identified e-FSM and vulnerable learners' families are represented in all aspects of school life, including family and community engagement events.</p> <p>Strong partnerships with families of e-FSM and vulnerable learners supports learner progression and wellbeing.</p>
<p>Family and Community Engagement</p> <p>All families, including the families of e-FSM and vulnerable learners, will be provided with equity of opportunity to engage in all aspects of school life, including family and community engagement events.</p>	<p>Identified e-FSM and vulnerable learners' families are represented in all aspects of school life, including family and community engagement events.</p> <p>Strong partnerships with families of e-FSM and vulnerable learners supports learner progression and wellbeing.</p>

Activity in this academic year

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

St Julian's Primary School allocates the Pupil Development Grant to support learners with additional support and resources to improve their wellbeing and academic attainment.

Learning and teaching

Budgeted cost: £ 157,675

Activity	Evidence that supports this approach
Identified learners will receive wellbeing support or interventions	Making Best Use of Teaching Assistants – Education Endowment Foundation (EEF) Teaching and Learning Toolkit – Teaching Assistants Interventions – EEF

according to their specific needs.	
Identified learners will receive bespoke literacy, numeracy, interventions according to their specific needs	Making Best Use of Teaching Assistants – Education Endowment Foundation (EEF) Teaching and Learning Toolkit – Teaching Assistants Interventions – EEF
Learner Reviews, enabling all learners, including e-FSM and identified vulnerable learners, will meet with their class teacher to review their progress and identify individual targets/next steps in learning.	WG Assessment and Progression Guidance Teaching and Learning Toolkit – Metacognition and Self-regulated Learning – EEF
Progress Reviews between class teachers and SLT will ensure an ongoing focus on reviewing progress for all learners, including identified e-FSM learners, vulnerable learners and targeted learners, ensuring progress in learning	WG Assessment and Progression Guidance

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: £10,603

Activity	Evidence that supports this approach
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<p>School will ensure identified families and learners have equity of opportunity to engage in all aspects of school life, including family and community engagement events.</p>	<p>Estyn – Community School: families and communities at the heart of school life. WG 2022 Community Focused Schools.</p>
<p>School will signpost all families, including those of e-FSM and vulnerable learners to support networks and organisations through our school communication channels.</p>	<p>Estyn – Community School: families and communities at the heart of school life. WG 2022 Community Focused Schools.</p>

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

Budgeted cost: £25,580

Activity	Evidence that supports this approach
<p>School ensures identified vulnerable learners have a voice and are involved in decision making through pupil groups and whole school consultation activities.</p>	<p>Children’s Commissioner for Wales’ guide ‘Participation: How? What? Why? A guide for professionals’</p>
<p>Ensure access to all educational activities, including visits, visitors and learning experiences for all e-FSM learners.</p>	<p>Estyn’s supplementary guidance on reducing the impact of poverty on attainment and well-being</p>

ELSA Role – Professional Learning, resources and supervision	Making Best Use of Teaching Assistants – Education Endowment Foundation (EEF) Teaching and Learning Toolkit – Teaching Assistants Interventions – EEF
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Total budgeted cost: £ 193786

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 previous year.

Planned Activity (what are you going to do?)	%	Progress (RAG)	Impact (RAG)
	Of Spend		
Provide TA support for pupils with Specific Learning Difficulties (SPLD) and Basic Skills needs, including conducting assessments to monitor progress.	9.76%		
Run daily Nurture Groups for pupils with low self-esteem and low literacy/numeracy skills.	11.81%		
Release Digital Lead to deliver Digital Enrichment sessions for classes, linked to thematic learning.	1.64%		
Provide authentic learning experiences, such as visits and guest speakers, to enrich the curriculum and promote problem-solving and collaboration.	7.58%		
Purchase subscriptions to digital platforms to support home learning and skill development (e.g., reading, literacy, numeracy).	7.58%		
Provide release time for phase leaders to analyse data, assess intervention impact, observe vulnerable learners, and support overall pupil progress.	2.81%		
Employ a Family Support Worker to engage with families and offer support where needed.	5.90%		
Deliver emotional and learning support (ELSA) for pupils in need of emotional assistance.	8.35%		
Organise Pupil Learning Review Meetings for teachers to assess and reflect on progress for vulnerable children.	3.89%		
Host a 'Dads & Lads' programme to engage fathers in their children's learning.	0.25%		
Provide cooking ingredients for parental engagement through cookery sessions.	0.76%		
Pay TAs to deliver outdoor learning, problem-solving, and gardening sessions across different year groups.	1.54%		
Appoint a staff member to lead communication, team-building, and Lego therapy interventions.	6.76%		
Provide musical keyboard lessons for pupils in specific year groups.	0.15%		
Subsidise residential trips for FSM (Free School Meals) pupils.	0.39%		
Release staff for professional development learning experiences.	0.50%		
Support parent workshops with necessary resources.	3.05%		
Increase staffing ratios in early years settings for better learning support.	5.49%		
Provide additional literacy and numeracy interventions for targeted pupils across various year groups.	0.87%		
Employ agency TAs to offer intervention support for individual children in Foundation Phase.	0.32%		

Offer additional numeracy and literacy support for pupils needing extra help, including MAT (More Able and Talented) pupils.	2.53%		
Early Years Resources	0.30%		
Resources for parent workshops N&R	0.15%		
ELSA, BPVS and Lego Therapy 25%	3.05%		
Reading and Literacy Skills	6.62%		
Family Learning Together Day	2.53%		
TA Increase Ratio in the Nursery - Autumn	2.19%		
TA Y1 Nurture Intervention - Maths, Numeracy, Basic Skills, Wellbeing) and then Nursery's Staffing Ratios Rising R3s)	3.22%		

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.

Wellbeing and Parental engagement	
Name of programme, approach, project, or software	Link to/ information about the programme, approach, project, or software
Lego therapy	Lego therapy website
ELSA	Information about ELSA
Positive play	Positive play website
Nurture sessions	Information about Nurture sessions
Foundations of Community Engagement	Foundation of Community Engagement website
RADY	Information about RADY
Trauma informed school (TiS)	Information about Trauma informed school
Dads and Lads Programme	None available
Transition to secondary school project	None available
My Concern	My Concern website
Whole school approach	Information about Whole school approach
Jigsaw	Jigsaw website
Men Behaving Dadly	Information about Men behaving Dadly
Literacy	
Name of programme, approach, project, or software	Link to/ information about the programme, approach, project, or software
Read, Write Inc.	Information about Read, Write Inc.

Catch Up Literacy	Catch Up Literacy website.
Literacy Launch Pad	Information about Literacy Launch Pad
Active Literacy Kit	Information about Active Literacy Kit
Nessy	Nessy website
WellComm speech and language programme	Information about WellComm .
Communication Intervention Team (ComIT)	Information about ComIT
Programme of Phoneme Awareness Training (POPAT)	POPAT website
Rapid Reading	Information about Rapid Reading
Reading eggs	Reading eggs website
Voice 21	Voice 21 website
British Picture Vocabulary Scale (BPVS)	Information about BPVS
Precision Teaching	Information about Precision Teaching

Numeracy

Name of programme, approach, project, or software	Link to/ information about the programme, approach, project, or software
Mathletics Maths	Mathletics

Arts, cultural, extracurricular, and Physical activity/ sports

Name of programme, approach, project, or software	Link to/ information about the programme, approach, project, or software
Dragon Rugby	Dragon Rugby website