

## Annex 1. Pupil Development Grant School Statement template

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	Marshfield Primary School
Number of learners in school	444
Proportion (%) of PDG eligible learners	6%
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	John Tobutt (Chair of Governors)
PDG Lead	Mrs Claire Lawrence
Governor Lead	Mrs Sarah Cresswell

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## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£18,400
<p>The Pupil Deprivation Grant for 2024-25 will be used for the following:</p> <ol style="list-style-type: none"><li>1. Staffing to support key interventions for identified groups of learners with early communication and literacy skills in the early years. These intervention and enhanced support will have a directly impact on pupils' literacy progress.</li><li>2. Trained teaching support assistants to provide bespoke interventions for FSM pupils. e.g. direct phonics, reading support, precision spelling, big maths and bespoke wellbeing intervention.</li><li>3. Resources for nurture provision, a bespoke wellbeing intervention to improve the overall wellbeing of targeted KS2 children.</li></ol> <p>Pupil Deprivation Funding will also support maintaining appropriate teacher to pupil ratios.</p>	
<b>Total budget for this academic year</b>	£18,400

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

The ultimate objectives for the children being supported are...

1. To narrow the gap in attainment for pupils (eFSM) in Mathematics and Literacy.
  2. To improve pupil progress through Literacy, Numeracy and wellbeing interventions
  3. To continue to track progress closely for all pupils including targeting eFSM pupils and intervention adapted accordingly.
  4. For TAs to be trained to develop bespoke intervention for eFSM pupils e.g. direct phonics, reading support, precision spelling, big maths and bespoke wellbeing intervention.
  5. To maintain support to ensure appropriate teacher to pupil ratios.
  6. To develop the implementation of the school's nurture provision for identified groups of learners in order to ensure well-being is supported.
- The key principles of the strategy are to ensure eFSM pupils are making progress at an appropriate pace and stage of development.
  - To ensure the wellbeing of eFSM pupils are being monitored and supported.

### 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
To improve standards of literacy for eFSM pupils	For weekly bespoke intervention to be delivered to eFSM pupils and progress monitored.
To improve standards of numeracy for eFSM pupils	For weekly bespoke intervention to be delivered to eFSM pupils and progress monitored.
To support well-being for eFSM pupils	For weekly bespoke intervention to be delivered to eFSM pupils and progress monitored.

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**Activity in this academic year**

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

1. To further strengthen the quality of key interventions for identified groups of learners, particularly those identified as vulnerable and disadvantaged. Bespoke interventions will include: early communications / direct phonics in the early years; reading support; precision spelling; big maths and bespoke wellbeing interventions.
2. Resources for nurture provision, a bespoke wellbeing intervention to improve the overall wellbeing of targeted KS2 children.

**Learning and teaching**

Budgeted cost: £18,400

<b>Activity</b>	<b>Evidence that supports this approach</b>
Literacy Intervention – early years communication skills	PAC meetings will track the progress of eFSM pupils in regards to literacy progress. Clear entry and exit data, in addition to weekly intervention tracking notes demonstrate and track individual literacy progress.
Numeracy Intervention	PAC meetings will track the progress of eFSM pupils in regards to numeracy progress. Clear entry and exit data, in addition to weekly intervention tracking notes demonstrate and track individual numeracy progress.
Wellbeing intervention	PAC meetings will track the progress of eFSM pupils in regards to literacy progress. Clear entry and exit data, in addition to weekly intervention tracking notes demonstrate and track numeracy progress.

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Activity	Evidence that supports this approach
Monitoring of Grants	<p><b>Monitoring of Grants</b></p> <p>Grants are regularly scrutinised by:</p> <ul style="list-style-type: none"> <li>• The Governing Body</li> <li>• Local Authority Finance Department</li> <li>• EAS School Improvement Partner</li> </ul>
Marshfield Primary School's PAC strategy  (Progression and Assessment commentary)	The embedded PAC system and robust intervention tracking ensure individual progress can be closely monitored and future actions created to support pupils. Half termly professional dialogue ensures regular check point for monitoring and reviewing progress.

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

Activity	Evidence that supports this approach
Teaching and Learning	Based on the EEF toolkit there will be moderate impact on very cost.

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**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. Marshfield Primary School track pupil progress at an individual pupil level.

<b>Activity</b>	<b>Impact</b>
Literacy Intervention	<p>Nearly all pupils make good or better progress and gain confidence in literacy following intervention.</p> <p>See intervention tracking and data for impact and individual pupil progress.</p> <p>Pupil review, Termly Intervention analysis, HT GB reports and MER/SIP self-evaluation also highlight impact and group progress (eFSM and CLA).</p>
Numeracy Intervention	<p>Most pupils make good or better progress in numeracy – Further action – Pupils to apply skills across the curriculum.</p> <p>See intervention tracking and data for impact and individual pupil progress.</p> <p>Pupil review, Termly Intervention analysis, HT GB reports and MER/SIP self-evaluation also highlight impact and group progress (eFSM and CLA).</p>
Wellbeing intervention, including ELSA	<p>See intervention tracking and data for impact and individual pupil progress. Nearly all pupils have a strengthened sense of wellbeing following ELSA intervention.</p>

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**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.

<b>Programme</b>	<b>Provider</b>
None	None
None	None

**Further information (optional)**

Please see additional activity that we are implementing to support pupils from low-income households, that is not dependent on PDG.

- Preloved Uniform Shop
- Breakfast club
- Tracking pupil progress
- School subsidise trips where possible