



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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                           | Pembroke Primary |
| Number of pupils in school            | 254              |
| Proportion (%) of PDG eligible pupils | 19%              |
| Date this statement was published     | September 2024   |
| Date on which it will be reviewed     | July 2025        |
| Statement authorised by               | Governing Body   |
| PDG Lead                              | Mrs J.Wakley     |
| Governor Lead                         | Peter Nurse      |

### Funding Overview

| Detail                                      | Amount         |
|---|----------------|
| PDG funding allocation this academic year   | £44,269        |
| EYPDG funding allocation this academic year | £3,450         |
| <b>Total budget for this academic year</b>  | <b>£47,719</b> |

### Part A: Strategy Plan

#### Statement of Intent

- Pupils across the school to be supported in social and emotional wellbeing
- Staff ensure pupils are making progress in learning (Literacy and Numeracy) and Wellbeing - strategies to be reviewed

## Intended Outcomes

| Intended outcome   | Success criteria  |
|--|---|
| Pupils across the school to be supported socially and emotionally. | For children to be supported emotionally to allow them greater access to their learning and make relevant progress based on their entry points. |
| Interventions to support pupils in making progress in learning.    | Progression of all groups of learners monitored to ensure appropriate progression for all based on individual needs.                            |
| To continue to plan family and community events.                   | Enhanced approach to collaborate learning and improved learning experiences   |

/

### Activity in this academic year

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

|   |
|---|
| <ul style="list-style-type: none"> <li>• Teaching assistants to lead ELSA groups throughout school to provide Wellbeing intervention to pupils</li> <li>• Teaching assistants to lead literacy and numeracy intervention groups throughout the school to support all pupils</li> <li>• H&amp;W Lead to support family and community events</li> </ul> |
|---|

### Learning and Teaching

Budgeted cost: £ 43,901

| Activity  | Evidence that supports this approach  |
|---|---|
| TA release for Wellbeing sessions   | Emotional Literacy assessment, evidence from sessions, attendance, behaviour, pupil voice, planning, nurture logs, liaising with families.                                      |
| TA timetable for intervention groups to support Literacy and Numeracy progress for all  | Pupil progression trackers, assessment data, monitoring of pupil progress throughout year.  |
| PDG costs to be allocated to provide enrichment opportunities to support the curriculum | Fully inclusive learning experiences for all.<br>Listening to learners and tracking engagement of all pupils through attendance, observations and individual pupil progression. |

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

Budgeted cost: £3,818

| Activity                                   | Evidence that supports this approach |
|--|--------------------------------------|
| SLT release to monitor impact and progress | SLT to monitor pupil progress.       |

**Total budgeted cost:** £47,719

**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.

- ELSA: Pupils benefitted from support and felt more confident talking about their emotions. Emotional literacy scores and family feedback. Attendance of pupils receiving the sessions was also monitored.
- Intervention KS2: Additional support – small group and individual support for academic, social and emotional. Pupils felt supported and all made progress based on their starting points.