



Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

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	Mary Immaculate
Number of pupils in school	814
Proportion (%) of PDG eligible pupils	42%
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	H. Powell
PDG Lead	A. Wilson
Governor Lead	M.Scanlon (may change)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£348,450
Total budget for this academic year	£375,801

Part A: Strategy Plan

Statement of Intent

- *What are your ultimate objectives for the pupils being supported?*
To narrow the attainment gap between FSM and nFSM pupils
To ensure support of all pupils for wellbeing is strong

To remove any skills gap that exists – both prior to and post COVID.

- How does your current strategy plan work towards achieving those objectives?

By providing excellent teachers with additionality to support pupils

To use our excellent support systems to remove the barriers to learning

- What are the key principles of your strategy plan?

Given nearly 50% of our pupils receive FSM and those who do not are close to the boundary for support, the strategy is that support is directed to all pupils who require it.

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
Narrow the Gap between FSM and nFSM pupils	Narrow the Gap between FSM and nFSM pupils – esp at L2+ (excl.) from 27.6 to under 25%
Continue to remove the barriers to learning utilising our excellent pastoral and vulnerability support systems	Increased outcomes for all pupils – esp. those on FSM.
Continue to train all staff in the analysis of performance of core groups of learners, incl FSM	More effective results and examinations analysis leading to increased outcomes
Continue to run a series of study skills sessions for KS4 pupils to effectively prepare them for examinations	Pupils better prepared for examinations and less wellbeing issues related to examination performance
Continue to monitor progress of eFSM pupils and explore strategies to raise attainment and aspirations.	Pupils utilising the processes behind our Horizons project leading to post 16 courses that better suit their needs and abilities.

Activity in this academic year

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

1. Purchase use and training regarding Accelerated reader for KS3 pupils and above – £6258
2. Utilising Sound training techniques to support pupil literacy - £4020 (including staff training and resources)
3. Appointment of additional staff to support key skills and subject content development in core subjects – English and Maths Staffing costs - £284,266
4. The development and staffing of catch up programmes in core literacy

and numeracy – staffing costs £34,297

5. Assisting in the development of pupil aspirations via the school’s in-house Horizons programme. To include trips and visits and a tracking of pupils’ experiences in years 7-11. Estimated costs around 20k.

Learning and Teaching

Budgeted cost: £ 12k

Activity	Evidence that supports this approach
<i>Provision of LTCs to support in-house PL</i>	Strong approach to PL recognised nationally
<i>Bursary and research budget for the ‘influencing teaching’ leaders.</i>	Autonomy for excellent teachers and strong provision of practice based research.

Community Schools

Budgeted cost: £ 15k

Activity	Evidence that supports this approach
<i>Provision of a community bus to support those who live far away staying for after school activities</i>	Pupils remaining behind after school
<i>Provision of a wellbeing and spirituality officer – working with parishes and local RC/Christian community</i>	Pupils more engaged in their local RC community

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

Budgeted cost: £ 20k

Activity	Evidence that supports this approach
<i>Develop the ‘Horizons’ aspirations programme</i>	Just started in 2022 – previous schemes have proved successful.
<i>Support for our Bridge bespoke support</i>	Many years of experience and published reports

Total budgeted cost: £ 47k

Review of outcomes in the previous academic year



PDG outcomes

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.

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
Accelerated reader	Accelerated reader
Sound training	

Further information (optional)

Support for all pupils (not just FSM – see above) meant that the school secured its highest results ever in 2022. The school's outcomes have been above modelled outcomes for the last 8 years and we have been a green school for the entirety of categorisation.

Wellbeing provision has been published as good practice at least three times. It is highly regarded and has influenced provision all over Wales. Still ongoing issues around mental health – seeking support through the LA and UHB. Professional Learning has an equally strong reputation – having itself been published in 2022. Teaching and Learning and assessment have begun a strong resurgence following COVID and is close to pre-COVID expectations. Continued work on this is vital to support learning and continue high expectations.

Even though challenges exist around community school provision – we still have an extensive after-school provision and provide a bus for those who live some distance away.

Progress in core literacy and numeracy have been strong – pupils in some years are close to pre-COVID expectations and are making progress – this will now be reflected in our work with the new year 7. Work around accelerated reader and sound training – as well as testing regimes have proved successful in this. This will continue to be a target for the school – as part of post-COVID provision but also supporting families and pupils in this demographic.

We build on our pre-COVID aspirations work with the new programme called 'Horizons' – tracking aspirations and opportunities alongside our work on cultural capital.