

PDG Strategy Statement

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that improve learner outcomes for pupils eligible for free school meals or who are LAC. This statement details our school's use of the PDG for the academic year **2024 to 2025**. It outlines the school's strategy and 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	Knelston Primary School
Number of learners in school	71.5 (PLASC 2025)
Proportion (%) of PDG eligible learners	PLASC 2025 – 6.9% (13.9% TP)
Date this statement was published	17.09.2024
Date on which it will be reviewed	March 2025
Statement authorised by	James Paynter
PDG Lead	James Paynter
Governor Lead	Kathryn David

Funding Overview

Detail	Amount
PDG funding allocation this academic year	eFSM - £10350
	EY - £4600
	LAC - £0
Total budget for this academic year	£14950 Revised £15089

Part A: Strategy Plan

Statement of intent

- Improved outcomes of eFSM, EY and LAC pupils.
- Improved attainment of targeted pupils.
- eFSM and other vulnerable pupils receive appropriate support and intervention to ensure they achieve their expected outcomes.

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
Enhance teaching and learning by providing catch up programme of support	Learners who were below age-related expectations show measurable progress in core subjects. Catch-up sessions are attended regularly and have positive feedback from learners and staff. Teachers report improved confidence and engagement in lessons from targeted pupils.
Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable-catch up	Interventions selected are evidence-based and align with school improvement priorities. Data shows a reduction in the attainment gap for targeted learners over time. Programmes can be delivered within existing staffing and budget beyond the current year
Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact.	A consistent data tracking system is in place and used by all staff. Learner progress data is reviewed at least termly to adjust interventions as needed. Reports show improved outcomes for identified pupils compared with baseline data.

Work in partnership with cluster schools and Partneriaeth to access support	Regular collaboration meetings are held with cluster schools and Partneriaeth partners. Shared resources or CPD opportunities are accessed and implemented in school practice. Evidence of improved learner outcomes as a result of shared approaches.
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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

• Identify the needs of the pupils within this group. • Continued purchase and new purchase of intervention resources that can be accessed by all pupils, regardless of support from outside of school. (Sumdog, Speech Link) • Plan the interventions required for each individual pupil that is appropriate to their needs. • Track pupils progress within these interventions with regular reviews regarding impact and amending if necessary. • Use resources most effectively and provide training for all staff involved in these interventions. • Monitor and evaluate the impact of resources.

Learning and teaching

Budgeted cost: £463.50

Activity	Evidence that supports this approach
Continued purchase and new purchase of intervention resources that can be accessed by all pupils, regardless of support from outside of school. (Speech Link)	Evidence supports that this provision is available for all learners, regardless of support that parents may receive from outside of school. These programs have proven to support increased attainment in all pupils, including those eligible for FSM.

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: £17027 (£16564+ £463)

Activity	Evidence that supports this approach
Catch up programme of support – provide intervention and support programmes.	Last year's catch-up programme led to clear improvements in learner progress, with the majority of targeted pupils making more than expected progress over the year. Teacher feedback highlighted increased learner confidence and engagement, and termly data tracking showed a measurable narrowing of the attainment gap.

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

Budgeted cost: £N/A

Activity	Evidence that supports this approach
N/A	

Total budgeted cost: £17027 (£15089 from grant funding and £1,938 from delegated budget)

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.

Activity	Impact
Enhance teaching and learning by providing catch up programme of support	These activities have significantly improved outcomes for our FSM children by closing learning gaps and boosting their confidence. The targeted catch-up and intervention programmes have accelerated progress, ensuring that support is both impactful and sustainable over time.
Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable- catch up	