



## Rumney Primary School

### PDG School Statement

This statement details our school's use of the PDG for the 2023 to 2024 academic year.

It outlines our strategy and how we intend to spend the funding in this academic year.

### School Overview

Detail	Data
Number of pupils in school	447
Proportion (%) of PDG eligible pupils	24.4%
Date this statement was published	June 2023
Date on which it will be reviewed	March 2024
Statement authorised by	David Baker (Chair of Govenors)
PDG Lead	Eleri Williams
Governor Lead	Stella Dunstone

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£95,450
EY PDG funding allocation this academic year	£20,700
<b>Total budget for this academic year</b>	<b>£116,150</b>

### Statement of Intent

- Ensure that all teachers have a clear understanding of eFSM pupils in their class and closely monitor their progress as a group so that they can report on specific progress during pupil progress meetings.
- Develop a rigorous MER cycle to understand the progress FSM pupils are making across the school.
- Specifically support learning through intervention and challenge.
- Monitor eFSM pupils' attendance.

## Activity in this academic year

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

<p>Continue to develop a rigorous MER cycle and ensure that all staff understand the progress FSM pupils are making in their class.</p>	<ul style="list-style-type: none"> <li>• FSM pupils' books will be marked first by the class teacher.</li> <li>• All FSM pupils will be identified on each class tracker and their data analysed as a separate group to monitor progress from their starting point.</li> <li>• Teachers will discuss FSM pupils and their progress, as individuals and as a group of learners, within their Pupil Progress meetings.</li> <li>• Teachers will liaise with ALNCo should FSM pupils not be making expected progress.</li> </ul>
<p>Ensure that SLT have a clear understanding of the progress made by FSM pupils across the school.</p>	<ul style="list-style-type: none"> <li>• SLT will be able to discuss the progress of FSM pupils from their year groups, both as individuals and as a groupsof learners.</li> <li>• SLT will have a whole school overview of the progress of FSM pupils.</li> </ul>
<p>Ensure that staff use our data tracker</p>	<ul style="list-style-type: none"> <li>• Teachers will have thorough knowledge of PDG pupils within their class and the progress they are making.</li> </ul>
<p>Ensure FSM pupils make the expected levels of progress in line with their starting point.</p>	<ul style="list-style-type: none"> <li>• Teachers will use their trackers and pupil books to monitor the progress of FSM pupils and ensure that those not making expected progress in relation to their starting point will be actioned quickly.</li> </ul>
<p>FSM pupils attendance is monitored closely and improves in line with targets set for individuals.</p>	<ul style="list-style-type: none"> <li>• Attendance of all eFSM pupils will be monitored every thre weeks.</li> <li>• Staff will follow the school's flow chart regarding concerns ove rth attendance of eFSM pupils.</li> <li>• HT to report the attendance of eFSM pupils to the Governinng Body in each meeting.</li> </ul>
<p>Targetted intervention</p>	<p>Staffing costs: including proportion of DHT time, HLTAs time and TA costs to provide:</p> <p><u>Speech and Language:</u></p>

	<ul style="list-style-type: none"><li>• To provide Speech and Language Link to children across the school who require it to enable them to access the curriculum</li></ul> <p><u>Reading interventions:</u></p> <ul style="list-style-type: none"><li>• To provide focused interventions to individuals and groups of children who require additional support to accelerate their progress in reading.</li></ul> <p><u>Maths support:</u></p> <ul style="list-style-type: none"><li>• To provide additional maths support for pupils to ensure they make progress from their starting point.</li></ul> <p>Emotional Support:</p> <ul style="list-style-type: none"><li>• To support children with specific emotional needs to access the curriculum, through providing nurture and specific check in and check out provision.</li></ul>
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**Total budgeted cost: £ 163,434**  
(Includes grant and school commitment)