

St Robert's Catholic Primary School

Ysgol Gynraedd Gatholig Sant Robert

Jesus In Us- Iesi Ynom Ni

Jesus and the 'Good News' that He brings is the basis of our school life.



Pupil Deprivation Grant April 2025-March 2026

LAEG Equity - including PDG, EYPDG and MEAG	£31,734
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Statement of Intent

Schools in Wales receive a grant from the Welsh Government specifically for reducing the impact of poverty on educational achievement. In St Robert's Catholic Primary School, we aim to make the best use of this funding to implement sustainable strategies that will impact on pupils eligible for free school meals. As a school, we have outlined core areas to be targeted which are supported by research.

Objectives:

- To provide equitable access to the curriculum, ensuring all pupils make the best possible progress.
- To ensure that teaching meets the needs of all learners.

Strategy:

- Provide appropriate intervention programmes to support vulnerable pupils.
- Monitor the progress made by pupils on intervention programmes, to ensure cost effectiveness.
- Provide appropriate support to vulnerable pupils so they can effectively participate in class-based activities
- Provide equity of opportunity to access the full curriculum for vulnerable and disadvantaged learners.
- Encourage pupil attendance and provide support where required.

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
<p><u>Family and Community Engagement -</u></p> <p>Continue to embed early help support for children and their families these includes use of the Community Focussed Schools Family Engagement Officer.</p> <p>Continue to utilise Shine Practitioner during a term, working with classes focussing on her universal themes of transition, resilience, self-esteem, healthy habits, worries and emotions.</p> <p>Continue to embed Early Years Transition Lead to liaise with early years settings and provision.</p>	<ul style="list-style-type: none">• Increased targeted support at specific families regarding attendance and parental concerns.• Increased number of workshops/informal sessions provided to assist families with supporting their children with their learning including drop-in sessions, coffee mornings.• Practitioner works with classes focussing on their specific needs.• Increased liaison with early years settings to promote provision at St Robert's and encourage the local community to attend events such as coffee mornings, open afternoons and other events.
<p><u>Learning and Teaching -</u> To develop targeted support within the classroom for identified pupils.</p>	<ul style="list-style-type: none">• High quality support is provided for identified individuals or groups of pupils• Termly reviews are undertaken with key staff and have a clear focus on pupil progress
<p><u>Wellbeing</u></p> <p>Staff members to complete Enfys training on 'Rhythm of Regulation' to support pupils with self-regulation of emotions.</p>	<ul style="list-style-type: none">• Identified individuals and groups of pupils will be identified and have personalised programmes to support them with managing their feelings.

Staff to have training and start to use PACE approach to support dysregulated pupils and behavioural issues.

Use of school based wellbeing survey (Autumn 2) to identify class based as well as individual wellbeing needs.

- Pupils' social and emotional growth is supported by developing positive relationships.
- Strategies and activities are put in place ensuring pupils develop the skills needed to respond to their feelings appropriately

2025-2026 PDG Plan

Pupil Development Grant 2025-2026

School's Key Areas for Improvement	Rationale (related to current performance)	Costing	Targets - Expected Outcomes 2025-2026
<p>Family and Community Engagement - Continue to embed early help support for children and their families these includes use of the Community Focussed Schools Family Engagement Officer. Continue to utilise Shine Practitioner during a term, working with classes focussing on her universal themes of transition, resilience, self-esteem, healthy habits, worries and emotions.</p>			
<ul style="list-style-type: none"> • Design an overview/timetable of workshops/activities to take place during the year taking on board feedback form a variety of stakeholders. • Further develop links with families on keeping them informed on what and how their children are learning. • Continued analysis of attendance with EWO, taking a proactive involvement in attendance, working closely with vulnerable families. 	<ul style="list-style-type: none"> • Clear plan of family engagement events for the academic year. Use of parental survey to identify possible workshops/speakers. • Attendance is currently a national priority and working as a cluster, school to develop a clear strategy and process for the importance of children attending school regularly. • Provide support for families when there are concerns by signposting to support 	<p>Resources - £500</p>	<ul style="list-style-type: none"> • Greater engagement of parents in school life - e.g. attendance to workshops and events. Feedback from parents positive (evident in feedback forms and parental questionnaire 2026) • Improved attendance throughout the school, especially with those children that have been identified as vulnerable. • School responds to the needs of parents e.g. meetings on wellbeing • Continued development of network with outside agencies e.g. Early Help which offers additional support for parents.

	agencies and relevant guidance.		
<u>Family and Community Engagement - Early Years Transition Lead in place to liaise with early years settings and provision.</u>			
<ul style="list-style-type: none"> • Time given for Early Years Transition Lead (EYTL) to plan events for the year including a programme of visits to early years settings, open afternoons and transition taster. Role to also include promotion of school on social media and creation of literature to share with prospective parents and local community. • EYTL to run toddler group sessions, building links with local parents and community. • EYTL to attend various early years settings to promote the school. 	<ul style="list-style-type: none"> • Building on current provision for toddlers, the school feels we need a more proactive and systematic approach to engaging with parents of young children in the community. • Raise the profile of the school within the local community and catchment area so that families are aware of the provision we provide. <ul style="list-style-type: none"> • Target those children that are eligible for free transport. 	<p>LSO support and cover for Early Years Transition Lead = x30 = £4,500</p> <p>Temporary TLR</p> <p>Resourcing to promote the school = £1000</p>	<ul style="list-style-type: none"> • Clear plan for engaging with early years settings and families in place. • A range of activities carried out throughout the year with positive response and feedback. • Toddler group continues to flourish and grow in numbers. This becomes more established as part of the school community e.g. attend events. • School has a strong presence on social media resulting in the school being well know in the local community and catchment area.

Evaluation (up to April 2026)

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Learning and teaching - To secure effective identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress.

- Deployment of LSOs to support pupils in classroom activities to improve classroom attainment and quality of work.
- Support staff use observations to help teaching staff and SLT identify the needs of disadvantaged pupils and help ensure close tracking of individual progress.

LSOs in the morning support pupils during literacy and numeracy sessions so that pupils can access the curriculum more fully. This enables pupils to achieve within the classroom.

Constructive dialogues between class teacher and support staff about the needs of all pupils, focussing on the vulnerable.

(£14,885) PDG partly funded staff

Funding of interventions such as Nessy - £450

- Improvement in pupil's literacy and numeracy skills at end of year expectations and in national testing.
- Close gaps in achievement for these groups of learners to ensure they are making progress
- Effective in class support for children underachieving. Differentiated activities - Evident from monitoring information.

Evaluation (up to April 2026)

Social and emotional learning - Staff members to complete Enfys training on 'Rhythm of Regulation' to support pupils with self-regulation of emotions. Staff to have training and start to use PACE approach to support dysregulated pupils and behavioural issues. Use of school-based wellbeing survey (Autumn 2) to identify class based as well as individual wellbeing needs.

<ul style="list-style-type: none"> • Individual pupils identified for intervention and support. To be completed by trained support staff. • Staff to complete Enfys training on Rhythms of Regulation (2 per Enfys session, 3 times a year) • Staff training on PACE. • Use of School based Wellbeing survey with Years 4, 5 and 6) 	<ul style="list-style-type: none"> • Survey to provide clear picture of pupils' wellbeing and health needs so that school can plan for these accordingly at both individual and classroom level. • Support provided for pupils as necessary and a clear process for supporting wellbeing is put in place. • Using data provided by survey, outside agencies can be brought in to provide support for pupils e.g. sleeping, online activity, exercise and healthy eating. 	<p>Purchasing of resources - £300</p> <p>(£9885) PDG partly funded staff</p> <p>6 x supply - £700</p>	<ul style="list-style-type: none"> • Analysed data identifies needs of individuals, classes and whole school. Actions planned for. • Involvement from school council to discuss the wellbeing results. • Staff able to deliver effective wellbeing interventions. • Outside agency to give specific support and build capacity within staff to address specific issues.
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	<ul style="list-style-type: none">• Systematic approach to support pupils with emotional needs by all staff e.g. use of Pace and Rhythms of Regulation.		
<u>Evaluation (up to April 2026)</u>			

2025-2026 PDG Plan