PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

TALYCOPA PRIMARY SCHOOL

This statement details our school's use of the PDG for the 2024 to 2025 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	Talycopa Primary School
Number of pupils in school	220
Proportion (%) of PDG eligible pupils	28% (FT 192)
Date this statement was published	25/11/24
Date on which it will be reviewed	25/11/25
Statement authorised by	R A Knight
PDG Lead	R A Knight
Governor Lead	Leanne Jenkins

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£55,660
Total budget for this academic year	£949,814

Part A: Strategy Plan

Statement of Intent

To ensure that pupils achieve a reading age that is within 6 months of their chronological age in order for them to access the wider curriculum when they transfer to secondary school and provide a basis for wider life outcomes.
To ensure that pupils receive weekly well-being and pastoral support in order for them to learn and make progress.

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

Children leave Talycopa Primary School with a reading age that will allow them to access the wider secondary curriculum and improve the chance of wider life outcomes.	Nearly all pupils have a reading age that is within 6 months of their chronological reading age by the end of Y6. Children make in addition to 12 months progress each year that they participate in additional reading sessions.
Pupils receiving well-being support that allows them to free up working memory in order to make progress in their learning.	Pupils receiving well-being support sessions show progress in learning.

Activity in this academic year

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

- Provide 3 x additional Rapid Reading sessions for children in Y3-6 whose reading age is more than 6 months behind their chronological age.
- To ensure that any child who has specific literacy difficulties has 1:1 support through daily Toe-by-Toe sessions.
- To ensure that pupils receiving grant funding have additional 1:1 reading sessions with an adult. (RADY Readers)
- To ensure that pupils receiving grant funding have access to an online resource to support their individual reading needs.
- Provide a minimum of weekly well-being 1:1 sessions for identified pupils. (eg Art therapy, Exchange Programmes, Bereavement Sessions)

Learning and Teaching

Budgeted cost: £ *56,469*

Activity	Evidence that supports this approach
Additional literacy support for identified pupils in order for them to reach a reading age that closely matches their chronological age.	Prior evidence from pupil tracking. Research evidence on reading ability and wider life outcomes. Eg Dugdale and Clark, 2008a; Gross, 2008, Allen, 2011 Cimmiyotti, 2013, Kirsch et al., 2003

Community Schools

Budgeted cost: £2,338 (Part funded by delegated budget)

Activity	Evidence that supports this approach
To build pre-school literacy skills by running weekly pre-school playgroup sessions at the school.	Numerous research showing impact pre-school play has on language development.

Wider strategies

Budgeted cost: £283

Activity	Evidence that supports this approach
Onine reading programme	

Total budgeted cost: £56,752

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.

All FSM pupils who were below their RA took part in Rapid Reading sessions, 1:1 (RADY) reading sessions and daily Toe by Toe sessions-
Impact – 11 eFSM pupils received targeted RADY reading intervention in addition to Rapid and Toe by Toe interventions which are part of universal provision. 100% of these pupils made in addition to 12 months progress in their reading age. 72% made more than two years progress in their RA, which will be critical in closing the gap in attainment. The few children who made between 12 and 24 months progress were those with a diagnosed ALN need which impacts on literacy. The average rate of progress in the 11 pupils receiving RADY reading was 31 months.

Externally provided programmes

Programme	Provider
N/A	