



PDG Strategy Plan for St Margaret's Catholic Primary School

Academic Year 2025-26

This statement details our school's use of the PDG for the 2025 to 2026 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	St Margaret's Catholic Primary
Number of pupils in school	89
Proportion (%) of PDG eligible pupils	31%
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Miss J Conway Executive Headteacher
PDG Lead	Miss J Conway Executive Headteacher
Governor Lead	Miss R Moore

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£55,200
Total budget for this academic year	£629,284.32

Part A: Strategy Plan

Statement of Intent

- All pupils make progress irrespective of their background or financial need.
- Ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities.
- All pupils have equal opportunities and equity of provision so they are not discriminated against.
- Ensure we are inclusive of the needs of all pupils and their wider families.
- Develop all teachers' understanding of equity and develop a consistency of teaching across the school.
- Develop a rigorous and robust MER cycle to understand the progress FSM pupils are making across the school.

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
Ensure FSM pupils make the expected levels of progress.	<ul style="list-style-type: none">● Most FSM pupils will make progress from their starting points in literacy and numeracy
FSM pupils attendance and punctuality improves in line with targets	<ul style="list-style-type: none">● Most FSM pupils display improved levels of attendance and punctuality.
FSM exclusions reduce	<ul style="list-style-type: none">● Exclusion rates of all FSM pupils are reduced.
Relationships with families improve	<ul style="list-style-type: none">● Relationships with all FSM families improve; as shown through end of year Parental Questionnaires.● Attendance levels of parental courses held in the school are well attended.

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £ 34,943

Activity	Evidence that supports this approach
<p>Family Engagement Officer to promote and monitor attendance and punctuality along with providing support for the school's most vulnerable families.</p>	<p>Improved attendance and punctuality and reduced absenteeism.</p> <p>Monitoring reports.</p> <p>The purposeful use of our FEO enables pupils and their families to be appropriately supported e.g. by signposting external support, providing in-house strategies, developing strong school to family links and monitoring pupil well-being.</p>
<p>Staff to ensure high quality teaching and learning is provided to targeted pupils through effective interventions.</p> <ul style="list-style-type: none"> ● Welcomm ● Welcomm Wizard. ● Early Years Language Provision- Intensive Interaction. ● Literacy Launch Pad ● Language link ● Number stacks ● Early Years Language Provision- Intensive Interaction. ● Literacy Launch Pad ● Restorative Approaches refresher training 	<p>Effective interventions in place to meet the needs of identified learners.</p> <p>Review success of intervention groups to help identify any barriers to learning, effective planning in place for next steps.</p> <p>FSM and other vulnerable pupils received appropriate intervention and support.</p>
<p>Staff ensure pupils make appropriate progress in reading for targeted groups of pupils, including FSM.</p> <p>Staff ensure quality teaching of phonics</p> <p>Staff ensure quality Teaching of writing</p>	<p>Personalised Reading Assessments Standardised Scores and Salford Reading ages to group pupils according to ability</p> <p>Termly phonic progress report for groups of learners</p> <p>Termly mapping of writing genres monitored, book looks, L2L</p>

Staff ensure pupils make appropriate progress in maths and numeracy for targeted groups of pupils, including FSM.	Personalised maths and numeracy assessments, school tracking systems,

Community Schools

Budgeted cost: £ 15,250

Activity	Evidence that supports this approach
<p>Family Engagement Officer to work with parents and pupils of FSM pupils to focus on emotional health and wellbeing and ensure all children and families can play a full part in the life of the school.</p> <p>Parental coffee mornings and workshops to encourage participation and raise confidence in targeted areas e.g. helping children with reading/ maths/ cooking/ first aid.</p> <p>FEO to continue to run the BBB on a weekly basis to ensure low cost foods are available for the community.</p>	<p>Workshops organised by our FEO enables pupils and their families to be appropriately supported e.g., by signposting external support, providing in house strategies, developing strong school to family links and monitoring pupil well-being.</p> <p>Attendance at coffee mornings and as a result the support and/ or workshops for parents that are held.</p> <p>All pupils and their families have equal access to healthy food at discounted rates, Big Bocs Bwyd.</p>

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

Budgeted cost: £ 5,507

Activity	Evidence that supports this approach
Outdoor learning	<p>Outdoor activities help all children engage in range of learning.</p> <p>Outdoor learning opportunities support a range of literacy, maths and numeracy.</p> <p>Parent workshops including opportunities to support pupil and staff Wellbeing.</p> <p>Training opportunities for staff to further develop their understanding of outdoor learning, will help engage pupils and parents throughout the school year, engaging the wider community.</p>
Parent workshops	<p>FEO and FPh staff organise parent workshops to develop parent understanding of how to work with their children at home to enhance the acquisition of Language, Literacy and Communication skills.</p>
Community support	<p>Supporting the local food bank</p> <p>Links with the local Church and Parish</p> <p>Links with the local library and local business in the town.</p>

Total budgeted cost: £ 55,200

Part B: Review of outcomes in the previous academic year

In the Autumn term ELSA carried out a baseline of pupils attending emotional literacy support. (anger, anxiety, emotional awareness, friendships and relationships, growth mind set and behaviour, independence, self-esteem, social skills). Pupils were grouped accordingly and supported with 6 week blocks of ELSA sessions, lego therapy, drawing and talking. Many pupils made progress as identified in the SDQ questionnaires completed by staff.

LSA s supported the ELSA practitioner by completing check ins and check outs to be used consistently across the school, which reduced the number of pupils being emotionally dysregulated throughout the day.

Monitoring shows that many disadvantaged vulnerable pupils improved attainment, in particular in reading (Salford assessments) and high frequency reading assessments. Behaviour has improved in line with our revised 'Relationship Policy and Restorative Approaches'.

The introduction of class dojo has strengthened home-school communication, this has been supported by the continued work of the FEO for our more vulnerable pupils.

Improving Attendance of pupils in receipt of e-fsm is still a work in progress, however, we have worked closely with the AWS to monitor, challenge and support vulnerable families. Which is beginning to close the attendance gap between e-fsm and non-efsm pupils. FEO has developed strategies to improved engagement with parents re: attendance, resulting in lower % of unauthorised absences.

FEO has successfully run parent Workshops to support pupils in developing numeracy skills/ cooking on a budget and health and well- being.

Many pupils have a good understanding of phonics/ blending/ phonemes/ graphemes/ age appropriate spelling patterns.

Many pupils are becoming more independent in their independent writing.

Number Stacks intervention pupils are assessed and grouped accordingly/ provide weekly sessions based on pupils' individual needs/monitor progress, many pupils are making progress from their starting points.

Many pupils in the FPh have a good understanding of basic phonics literacy skills, the policy is followed, pupils have opportunities to develop the oracy, reading and writing through hands on interactive experiences.

Many pupils in the FPh have a good understanding of basic number skills, the maths policy is followed, pupils have opportunities to regularly use manipulatives to support their learning.

Pupils with gaps in their maths understanding are supported in small groups

Progress in maths and numeracy is monitored regularly

