



St. Joseph's Catholic School & Sixth Form Centre **Pupil Development Grant School Statement**

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. Joseph's Catholic School & Sixth Form Centre School
Number of learners in school	828
Proportion (%) of PDG eligible learners	32% (3-year average)
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Steve Jones (Acting Headteacher)
PDG Lead	Steve Jones (Acting Headteacher)
Governor Lead	Maureen Harris

Funding Overview	Amount
PDG funding allocation this academic year (£1,150.00 per eFSM pupil)	£269,100
PDG smoothing allocation	£105,843
Total budget for this academic year	£374,943

Part A: Strategy Plan

Statement of intent

At St Joseph's Catholic School & Sixth Form Centre, we use the Pupil Development Grant (PDG) to reduce the impact of disadvantage and ensure that every learner can flourish. As a Catholic school, our mission is to journey with Christ at the centre of all we do. We believe that each child is created uniquely in the image of God and deserves the opportunity to develop their God-given talents fully. Guided by Gospel values and Catholic Social Teaching, we strive to create a safe, happy, and inspiring environment where pupils grow academically, spiritually, and personally.

Our vision is rooted in the belief that education is a vocation and a service to society. We aim to provide a broad and balanced curriculum that nurtures inquisitive learners and critical thinkers, while promoting values such as compassion, respect, and responsibility. Through PDG funding, we seek to remove barriers that poverty can create, ensuring equity of access to high-quality teaching, pastoral care, and enrichment opportunities.

Our commitment includes:

- Supporting all pupils, especially those eligible for free school meals, to make strong progress in knowledge, understanding, skills, and attitudes.
- Allocating funding to guarantee equal access to learning and extra-curricular experiences, so that no child is excluded from opportunities to thrive.
- Building strong partnerships with parents, carers, and the wider community, reflecting our duty to serve the common good.
- Embedding Gospel values and the principles of Catholic Social Teaching across all aspects of school life, alongside the UNCRC, to safeguard and promote the dignity and wellbeing of every learner.

At St Joseph's, PDG-funded strategies include high-quality teaching, targeted literacy and numeracy interventions, pastoral support, and enrichment activities that foster resilience, self-esteem, and aspiration. Progress is tracked on a pupil-by-pupil basis, and interventions are evaluated rigorously through monitoring, listening to learners, and data analysis to ensure impact. In doing so, we remain faithful to our vision: to educate young people who live life to the full, guided by Christ, and prepared to make a positive difference in society.

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
1. To improve leadership and self-evaluation /improvement planning	<p>Leaders evaluate the impact of grant spending on improving the outcomes and well-being of vulnerable pupils effectively and ensure this information is shared with governors.</p> <p>Governors are aware of the school's strengths and areas for development through increasing their involvement in self-evaluation activities and undertaking more frequent visits to the school. Governors ensure information gained from their school visits is shared with other governors and used to challenge the school to improve.</p> <p>Monitoring and evaluation lead to measurable improvements in teaching and pupil progress: There is a clear line of sight between self-evaluation findings, planned actions, and improvements in learners' progress across the curriculum.</p>
2. To improve the quality of teaching and assessment	<p>Many teachers are clear about how they want their pupils to progress (learning outcome) in individual lessons and over a series of lessons</p> <p>Most teachers plan learning activities that develop pupils' knowledge, understanding and transferrable skills successfully.</p> <p>Most teachers' have high expectations of what pupils can achieve and tailor their teaching approaches to meet pupils' needs, including those of the most able</p> <p>Many teachers employ question pupils' skilfully to assess their understanding, to promote deeper thinking and elicit more developed responses. .</p> <p>Many teachers provide learners with effective feedback to enable them to progress well with their learning.</p>

<p>3. To improve the provision for skills (Reading)</p>	<p>Pupils will demonstrate measurable progress in phonological awareness, decoding unfamiliar words, vocabulary acquisition (particularly tier 2), and reading comprehension, with improved fluency and engagement in reading both in and beyond the classroom, as evidenced through phonics assessments, miscue analysis, pupil voice, and lesson observations.</p> <p>Pupils will demonstrate improved understanding and use of tier 2 vocabulary across subjects, confidently applying strategies such as context clues, dictionaries, and digital tools to explain unfamiliar words.</p> <p>Pupils will read with increased fluency and expression, using punctuation accurately, and demonstrate deeper comprehension through confident inference, explanation of author intent, and accurate recall and summarisation of key details.</p> <p>Pupils will show increased enjoyment and value of reading across the curriculum and beyond, with greater confidence in reading aloud, active participation in shared reading, and improved engagement with reading outside school through tools such as libraries, reading logs, and digital platforms.</p> <p>Pupils will independently apply effective reading strategies across all subjects, enabling them to access and understand written tasks more confidently, as evidenced by staff observations and pupil work.</p>
<p>4. To improve attendance</p>	<p>Whole school attendance will improve from 89.1% to 90%</p> <p>eFSM attendance will increase from 84.1%% to 86%</p> <p>Specific monthly targets are met or exceeded (e.g. maintaining or improving on the +3.96% gain seen in December and +4.72% in March).</p> <p>Reduction in pupils with attendance below 80%</p> <p>Targeted pupils show measurable improvement following intervention.</p> <p>Pupil voice feedback indicates that incentives are motivating and valued.</p>

Activity in this academic year

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

1. Learning and teaching

Budgeted cost: £70,222

Activity	What is the intended impact? How will this be monitored and evaluated?	Cost
Staffing for literacy intervention for students throughout the school age range to assist pupils to reach their chronological reading age and to be able to access the curriculum (CG, GP)	<p>Intended Impact: Close the reading gap for eFSM pupils so they can access the curriculum confidently and progress towards age-appropriate literacy skills between eFSM pupils and their peers.</p> <p>Monitoring & Evaluation: Half-termly Star Reading assessments, pupil voice surveys, lesson observations focused on reading strategies, and tracking progress against baseline reading ages.</p>	£53,222
Resources to support literacy intervention (e.g. Rapid Reader+, Accelerated Reader Scheme, Library software, diagnostics and testing schemes)	<p>Intended Impact: Provide high-quality resources to accelerate reading progress and engagement for eFSM learners.</p> <p>Monitoring & Evaluation: Usage logs, diagnostic data, reading age improvements, and feedback from learners and staff during MER cycles.</p>	£6,000
LA (MM) and literacy lead to undertake learning walks and listening to learners to evaluate the provision and impact of strategy and provide feedback to staff.	<p>Intended Impact: Ensure consistent implementation of agreed reading strategies across classrooms and improve learner confidence.</p> <p>Monitoring & Evaluation: Documented findings from learning walks, pupil voice linked to Curriculum for Wales purposes, and follow-up actions recorded in MER plans.</p>	£2,000

<p>Literacy lead to visit other schools to explore approaches to reading for pleasure.</p>	<p>Intended Impact: Strengthen whole-school culture of reading for pleasure to improve engagement and motivation.</p> <p>Monitoring & Evaluation: Report findings to SLT, implement best practice strategies, and evaluate impact through pupil voice and library usage data.</p>	<p>£500</p>
<p>Introduce specific and regular half-termly tracking of reading ages and skills to target gaps by using the Star Reading test.</p>	<p>Intended Impact: Identify gaps early and provide targeted support to accelerate progress for vulnerable learners.</p> <p>Monitoring & Evaluation: Data analysis of reading age trends, intervention logs, and termly reports to SLT and governors.</p>	<p>£1,500</p>
<p>Pedagogy Leads to lead professional discussions with leaders and teachers (middle leaders?) focused on:</p> <p>What is effective learning? (progression towards the four purposes meaning pupils will progress with their knowledge, understanding, skills (both cross-curricular and integral) values and attitudes.</p> <p>Developing a shared understanding of what is effective teaching.</p>	<p>Intended Impact: Develop a shared understanding of effective pedagogy aligned to Curriculum for Wales, improving consistency and quality of teaching.</p> <p>Monitoring & Evaluation: MER activities (learning walks, book scrutiny), feedback from professional dialogue sessions, and evidence of improved lesson observations.</p>	<p>£2,000</p>
<p>Leaders and relevant staff to have the opportunity to visit schools with effective strategic approaches to improving the quality of teaching.</p>	<p>Intended Impact: Strengthen leadership capacity and embed proven strategies to improve teaching quality and learner progress.</p> <p>Monitoring & Evaluation: Post-visit reports, implementation of strategies observed, and impact measured through lesson observations and pupil progress data.</p>	<p>£3,000</p>
<p>Two teachers to attend NPT teaching and learning programme (6 days training with follow-up sessions with the Education Support Officer back in school between each training day) which will model excellent teaching and learning and support teachers to</p>	<p>Intended Impact: Upskill teachers in high-impact strategies (AfL, responsive planning, feedback) to improve learner progress.</p>	<p>£2,000</p>

employ a range of approaches where appropriate e.g. verbal feedback, responsive planning, AfL strategies, observation skills and reflective skills developed through professional dialogue.	Monitoring & Evaluation: Evidence of strategies applied in classrooms, peer observations, and improved learner outcomes in MER cycles.	
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2. Community Focused Schools

Budgeted cost: £14,150

Activity	What is the intended impact? How will this impact be monitored and evaluated?	Cost
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<p>Class Charts costs (Attendance, Safeguarding, Provision maps)</p>	<p>Intended Impact: Improve attendance and engagement for eFSM pupils through transparent tracking and targeted interventions.</p> <p>Monitoring & Evaluation: Weekly attendance reports, analysis of eFSM vs non-eFSM gaps, and governor scrutiny of attendance data.</p>	<p>£6,000</p>
<p>Class Charts costs (reward store)</p>	<p>Intended Impact: Motivate pupils to improve attendance and behaviour through positive reinforcement for eFSM pupils.</p> <p>Monitoring & Evaluation: Track reward usage, pupil voice feedback, and correlation with improved attendance and behaviour data, particularly for eFSM pupils.</p>	<p>£5,000</p>
<p>Host engagement Coffee Mornings for parents/carers to strengthen home-school partnerships</p>	<p>Intended Impact: Strengthen home-school partnerships to reduce barriers to attendance and learning, specifically targeting eFSM pupils.</p> <p>Monitoring & Evaluation: Attendance logs at events, parent feedback surveys, and impact on attendance for targeted pupils.</p>	<p>£500</p>
<p>Run termly Attendance Weeks with pupil-led activities and involving community partners to promote and incentivise a positive attendance culture</p>	<p>Intended Impact: Promote a positive attendance culture and increase engagement.</p> <p>Monitoring & Evaluation: Attendance data during focus weeks, pupil voice feedback, and comparison with previous term trends.</p>	<p>£900</p>
<p>Continue termly recognition for high attendance (95–100%) through meaningful rewards that celebrate commitment.</p>	<p>Intended Impact: Sustain high attendance rates and celebrate commitment.</p> <p>Monitoring & Evaluation: Track attendance improvements and pupil feedback on incentives.</p>	<p>£1500</p>

<p>Introduce end-of-term attendance focus weeks, with tailored incentives to sustain engagement during critical periods</p>	<p>Intended Impact: Reduce dips in attendance during critical periods, particularly targeting eFSM pupils.</p> <p>Monitoring & Evaluation: Compare attendance data before and after focus weeks and gather pupil voice feedback.</p>	<p>£250</p>
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3. Wider strategies (Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £290,571

Activity	What is the intended impact? How will this impact be monitored and evaluated?	Cost
Staffing for Pastoral support (Ready4Learning provision)	<p>Intended Impact: Provide targeted wellbeing and readiness-to-learn support for eFSM pupils to reduce barriers to engagement and improve progress.</p> <p>Monitoring & Evaluation: Track attendance, punctuality, and behaviour data for eFSM learners; gather pupil voice on wellbeing; review impact through MER cycles and governor reports.</p>	£84,362
Staffing for Pastoral support (Assistant Heads of Year)	<p>Intended Impact: Deliver personalised pastoral interventions, particularly for eFSM pupils, to improve attendance, engagement, and achievement.</p> <p>Monitoring & Evaluation: Weekly pastoral logs focused on eFSM pupils, analysis of attendance and behaviour trends, and feedback from learners and families.</p>	£162,709
Subsidies to support eFSM pupils to access extra-curricular activities/ school trips	<p>Intended Impact: Remove financial barriers so eFSM pupils can participate in enrichment activities, improving confidence, wellbeing, and cultural capital.</p> <p>Monitoring & Evaluation: Participation records, pupil voice feedback, and impact on engagement and aspiration.</p>	£3,500
Fund alternative provision (SENC, Military Prep etc)	<p>Intended Impact: Provide bespoke pathways for pupils including eFSM pupils at risk of disengagement to maintain attendance and achieve qualifications.</p>	£15,000

	Monitoring & Evaluation: Review attendance and progress data from providers, conduct learner interviews, and monitor outcomes through termly reports.	
Provide Junior Apprenticeship Programme	Intended Impact: Offer vocational opportunities for eFSM pupils to increase engagement and develop employability skills. Monitoring & Evaluation: Track completion rates, gather feedback from pupils and employers, and measure impact on progression routes.	£10,000
Provide Breakfast Club and Homework Club to support vulnerable pupils at the start and end of the school day	Intended Impact: Support eFSM pupils with a positive start and end to the school day, improving readiness to learn and homework completion. Monitoring & Evaluation: Attendance logs for clubs, pupil voice feedback, and analysis of punctuality and homework completion rates.	£5,000
Continued development of vocational provision to maximise engagement and to improve achievement chances of eFSM pupils	Intended Impact: Maximise engagement and achievement for eFSM pupils through practical, skills-based learning aligned to their interests and future aspirations. Monitoring & Evaluation: Participation data, learner progress tracking, and feedback from pupils and staff.	£10,000

Total budgeted cost: £374,943

Part B: Review of progress in the previous academic year

I became Acting Headteacher of St Joseph's school in January 2026, I am not currently in a position to evaluate the impact of last years Pupil Development Grant.

PDG outcomes

This details the impact that our PDG activity had on pupils in the previous academic year.

Activity	Impact
<ul style="list-style-type: none"> • Employment of an Attendance and Engagement Officer (from September 2023 onwards) <ul style="list-style-type: none"> ○ Dedicated role to monitor attendance, identify patterns of absence, and provide targeted support for pupils eligible for FSM. ○ Liaise with families to address barriers to attendance and engagement. 	<p>Improved Attendance for eFSM Pupils</p> <ul style="list-style-type: none"> • Attendance rose from 76.0% (2022–23) to 81.0% (2023–24), with a projected increase to 84.1% (2024–25). • The gap between eFSM and non-FSM pupils reduced from 11.2 percentage points to 8.6, and is forecast to narrow further to 7.3. <p>Closing the Gap Compared to National Figures</p> <ul style="list-style-type: none"> • School's eFSM attendance (81.0%) now exceeds the Wales average (79.9%) for 2023–24. • Gap reduction trend is stronger than the national average (school gap: 8.6 vs Wales gap: 10.4). <p>Enhanced Parental Engagement</p> <ul style="list-style-type: none"> • Increased parental responsiveness due to accessible communication methods. • Positive feedback from coffee mornings and social media interactions indicates stronger home-school partnerships.
<ul style="list-style-type: none"> • Use of ClassCharts to report attendance to parents <ul style="list-style-type: none"> ○ Real-time communication of attendance data to parents/carers. ○ Enables parents to monitor attendance and respond promptly to issues. 	
<ul style="list-style-type: none"> • Increased engagement with parents through accessible methods <ul style="list-style-type: none"> ○ Coffee mornings, social media updates, and other informal channels to build trust and improve communication. ○ Focus on approaches most likely to reach families of pupils eligible for FSM. 	

