Pupil Development Grant School Statement
Tavernspite CP School

This statement details our school's use of the PDG for the 2026 to 2027 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	Tavernspite CP School
Number of learners in school	223
Proportion (%) of PDG eligible learners	6.9%
Date this statement was published	April 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Mr. Sarah Arthur
PDG Lead	Mrs. Sarah Arthur
Governor Lead	Mrs. Jackie Sansom

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£19,385.44
PDG Early Years funding allocation this academic year	0
TOTAL PDG	£19,385.44

Part A: Strategy Plan

Statement of intent

The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential. The Federation of Tavernspite and Templeton Schools is committed to ensuring that

pupils who are disadvantaged, including those who are looked after, care-experienced and those identified as vulnerable through the school's RADY process, receive timely, targeted support to enable them to achieve their full potential. Interventions are carefully planned using a person-centred approach, taking account of each learner's individual strengths, needs and aspirations. Pupil progress is closely monitored, and the impact of interventions is regularly evaluated to ensure provision remains responsive and effective. Priorities for disadvantaged learners are embedded within the School Development Plan and are informed by evidence-based practice and current educational research. The Federation maintains a strong focus on creating an inclusive, equitable learning environment where barriers to learning are identified and addressed promptly. Staff work collaboratively with pupils, families and external agencies where appropriate to ensure support is tailored to individual circumstances and promotes positive wellbeing alongside academic achievement. Professional learning for all staff has included Adverse Childhood Experiences (ACEs), Trauma-Informed Relational Practice, Responding to Sad Events, and a range of Additional Learning Needs (ALN) training. This includes the effective development and use of One Page Profiles, implementing reasonable adjustments, and promoting equity and inclusion across all aspects of teaching and learning. All staff share a collective commitment to fostering an inclusive culture where every pupil is supported to thrive socially, emotionally, cognitively and academically, ensuring that all learners have the opportunity to participate fully and succeed within school life.

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
To provide emotional support for learners so that they are ready for learning and are enabled to make the best possible progress when in class. To provide emotional well-being support so that learners can access learning. To adopt a range of Trauma Informed Schools approaches so that learners are engaged, motivated and ready to learn.	Delivery of weekly ELSA sessions, meeting emotional needs of learners and supporting with strategies. Provision for enhanced check-ins and support time with key members of staff throughout the school, encouraging and guiding pupils through emotional needs of the school day. Team questionnaires completed, with a range of interventions implemented to support the emotional well-being of learners. Staff trained and employ a range of TIS

	approaches so that all pupils make the most possible progress. In addition, PSP timetabling of sessions to be reduced as a result of the approaches, alongside nil return on exclusions.
To ensure attendance is regularly reviewed and acted on in a timely manner with a systematic approach so that there is no or little gap between RADY and eFSM pupils and that of others.	Attendance improves from an average of 92% across the whole school to at least 95% by the end of the school year. Persistent absentees are flowed up quickly and actions are put in place to support the whole family network. Policy and procedures are rigorously and consistently followed by SLT, Admin and Class Teachers.
All Nursery-age pupils to have delivery of high quality education, as provided by a trained and qualified teacher.	Early Years learners to make increased value added progress. Transition groups and processes within the Early Years classes supports learners, with high adult to child ratio and a developmentally appropriate setting that delivers teaching and learning in line with the whole school ethos/ culture.
To poverty proof the school day, where families are not expected to find funds to meet any costs of their child attending school or trips. Appropriate support for families who need financial support so that the learners can attend all trips. Appropriate support for families to access clothing for special event days, e.g. world book day, St. David's Day, Christmas plays, etc.	Use the PDG to pay for any curriculum visits/ visitors for families entitled to FSM, so parents are not asked to meet the costs of the school day and access a rich curriculum. Provide items to ensure that basic needs are net, e.g. snack, items for warmth (socks/hats), hair brush, hair ties. Provide free access to second hand uniform. Provide free access to a coat stall. Provide free access to special event day clothing.
To support all pupils to make expected progress (and RADY uplift progress) in reading (unless on the ALN register).	Delivery of reading intervention groups to support learners to make best possible progress. Enhanced one to one reading sessions to support with engagement, fluency in reading and consistency in reading

	techniques. Effective implementation of the LEXIA programme, with appropriate analysis of data.
To support all pupils to make expected progress (and RADY uplift progress) in numeracy (unless on the ALN register).	Delivery of Numicon intervention programme so that the gap between eFSM and non-eFSM is narrowed.
To provide equity in education with high-quality classroom approaches that support learners to make best possible progress.	Whole staff training that ensures for staff to deliver a high quality education where learners self-reflect, recognise next steps in learning and employ engagement in tasks.

Activity in this academic year

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

£6,700- to pay for staffing to deliver TEaM interventions, support with Outdoor Learning provisions, increased check ins for learners (access to emotionally available adults) and delivery of reading/ numicon interventions £6,700- staffing to support the Early Years delivery of education in the Nursery setting £3,100- to pay for staffing to deliver ELSA sessions £600- to pay for Lexia licences for learners £2,300- to pay for training costs for teaching staff and attendance data analysis/ attendance information sharing by members of the SLT (TOTAL= £19,400) overspend of £15

Learning and teaching

Budgeted cost: £14,000

Activity	Evidence that supports this approach
High quality teaching provision for Nursery pupils, with trained/ qualified teacher. - Communication and language approaches, including Voice 21 - Early Numeracy approaches - Play-based learning - Social and emotional strategies	Early intervention and quality early years provision. Earlier starting age- very high impact (EEF) Very high impact (EEF) Very high impact (EEF) High impact (EEF) Moderate impact (EEF)

Parental engagement and workshops Physical development approaches Self-regulation strategies	Moderate impact (EEF) Moderate impact (EEF) High impact (EEF)
Reading interventions (Lexia, Guided reading groups, Phonics (RWInc), reading comprehension strategies	EEF evidence- Children offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children. This result has a high security rating. Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children. EEF evidence- Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.
High quality education and consistent implementation of classroom approaches across the school: Quality feedback Mastery Metacogniton and self regulation Oral language interventions (Voice 21) Small group tuition	EEF evidence indications are: High impact (EEF) Very high impact (EEF) Very high impact (EEF) Moderate impact (EEF)

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £2,300

Activity	Evidence that supports this approach

Delivery of attendance workshops, data analysis and monitoring of attendance, meetings with parents, information to parents.	EEF evidence- The overall impact of targeted parental engagement studies was small and positive. The small number of studies and the varying risks of bias mean this finding should be interpreted with caution.

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach
ELSA, TEaM interventions and emotional support provision	EEF evidence- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.

Total budgeted cost: **£19,400**