

Litchard Primary School Spending Plan 25-26

Detail	Amount
Equity Grant	£168,874
Standards Grant	£220,719

Part A: Strategy Plan

Statement of Intent

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This academic year, we will use our allocated PDG funding to raise achievement, with a particular focus on improving literacy and numeracy skills among targeted groups of learners. These groups include pupils eligible for free school meals (FSM), looked after children (LAC), and other vulnerable learners.

By employing additional practitioners in Step 1 and Step 2, we can provide focused small group teaching. This approach ensures that all learners, especially those affected by poverty, make at least expected progress. Our aim is to close the achievement gap between eFSM and FSM pupils.

Our plan is closely aligned with the school development plan, which is informed by ongoing self evaluation.

Key Principles of Our Strategy Plan

Our strategy is guided by the school's vision:

“Only my best is good enough for me”
“Nid da lle gellir gwell”

At Litchard Primary, we prioritise equity, empathy, and aspiration as the foundations for pupil achievement and well being, both within the school and the wider community. We are committed to helping every individual develop these values, alongside the essential skills

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and knowledge for lifelong learning. By living our motto, Only My Best is Good Enough for Me, we aim to support all pupils in leading happy and successful lives.

Standards Grant 25/26	PDG 25/26
<p><u>Activities</u></p> <p>1. Employing Support Staff in Progression Steps 1 and 2 Recruit and deploy additional teaching assistants in the early years and lower key stages. These staff members will work with class teachers to deliver targeted support in small groups, focusing on literacy and numeracy. This approach ensures that all pupils, especially those at risk of underachievement, receive personalised attention and high-quality teaching.</p> <p>2. Staff Professional Development and Supply Cover Organise a programme of ongoing professional development for teachers and support staff, focusing on effective strategies for raising attainment in literacy and numeracy. Provide supply cover to allow staff to attend training sessions, share best practice, and implement new approaches in the classroom. This ensures continuous improvement in teaching quality.</p> <p>3. Targeted Intervention Programmes Design and deliver structured intervention groups for pupils identified as needing extra support, particularly those eligible for free school meals, looked after children, and other vulnerable learners. These interventions will use evidence-based methods</p>	<p>Activities:</p> <p>1. Employment of Support Staff for Vulnerable Pupils Recruit and deploy additional support staff to work directly with vulnerable learners, including those eligible for free school meals. These staff will provide targeted support in literacy, numeracy, and well-being, ensuring that pupils who face additional barriers receive personalised help to achieve their potential. This aligns with the Equity Grant's focus on overcoming disadvantage and supporting equity in education 1 3.</p> <p>2. Investment in New Resources Purchase high-quality, evidence-based resources to enhance the teaching and learning of literacy, numeracy, and well-being. Resources may include books, digital tools, manipulatives, and well-being materials. These will be used to support both classroom teaching and targeted interventions, helping to close attainment gaps and improve outcomes for disadvantaged pupils 1 2.</p> <p>3. Professional Development and Supply Cover Provide ongoing professional development for teachers and support staff, focusing on effective strategies for supporting vulnerable learners in literacy, numeracy, and well-being.</p>

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<p>to accelerate progress in key skills, with regular monitoring to assess impact and adapt provision as needed.</p> <p>4. Parental Engagement Initiatives Develop and run workshops for parents and carers to help them support their children’s learning at home, especially in reading, writing, and mathematics. Provide practical resources and guidance, and create opportunities for parents to engage with the school and share in their children’s progress. This strengthens the home-school partnership and supports community-focused learning.</p>	<p>Supply cover will be used to release staff for training, ensuring that new approaches are embedded in classroom practice and that staff are equipped to meet the needs of all pupils 1 2.</p> <p>4. Funding for Residential Trips for eFSM Pupils Subsidise or fully fund residential trips for pupils eligible for free school meals. These experiences will support personal development, well-being, and social skills, ensuring that all pupils have equal access to enrichment opportunities regardless of financial background. This activity supports the grant’s aim to remove barriers to participation and promote equity</p>
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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 Outcomes (Improved)	Success Criteria	Evidence Base
<p>Closing the Achievement Gap in Core Skills</p> <p>Pupils identified for additional support in literacy and numeracy make sustained progress, with the majority exceeding expected progress, leading to a measurable narrowing of the attainment gap between eFSM and nFSM pupils.</p>	<ul style="list-style-type: none"> • Most pupils accessing additional support make at least expected progress in reading. • A minority make accelerated progress with their reading (value added). • Reduce FSM pupil gap in national test standardised scores by 25%. 	<ul style="list-style-type: none"> • Pupil data within assessment booklets. • Pupil surgery paperwork. • Reading data. • Phonics assessments.
<p>Strengthened Wellbeing and Family Engagement</p>	<ul style="list-style-type: none"> • Reduction in exclusions. • THRIVE profiles show nearly all pupils 	<ul style="list-style-type: none"> • Wellbeing tracker. • THRIVE assessments.

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<p>Pupils and families identified for pastoral support through ELSA and THRIVE demonstrate improved wellbeing, resilience, and readiness to learn, resulting in reduced exclusions and improved relationships between school and families.</p>	<p>identified make progress with their wellbeing.</p> <ul style="list-style-type: none"> • THRIVE profiles show nearly all families identified make progress with their wellbeing. 	<ul style="list-style-type: none"> • ELSA records. • Pastoral records.
<p>High-Quality Teaching of Basic Skills</p> <p>Teachers, supported by additional staff, deliver daily basic skills sessions that enable nearly all learners to secure strong foundations in literacy and numeracy, with disadvantaged learners (eFSM) making accelerated progress.</p>	<ul style="list-style-type: none"> • Numeracy and literacy interventions are run daily in Steps 1 and 2 focusing on basic skills; phonic assessments show that nearly all pupils make expected progress. • JP withdraws identified pupils in PS3: nearly all achieve expected progress, with a majority making accelerated progress. • HC delivers interventions in PS3 on rotation: most pupils make expected progress across sessions, with a majority making accelerated progress. 	<ul style="list-style-type: none"> • Assessment booklets. • Reading tests. • Phonics assessments. • Pupil surgery booklets.
<p>Effective Early Intervention through Bubble, Bubble, Busy</p> <p>The Bubble, Bubble, Busy approach is embedded consistently across PS1 and PS2, ensuring highly effective adult–pupil interactions. Learners, especially those from disadvantaged backgrounds, develop independence, resilience, and</p>	<ul style="list-style-type: none"> • Most pupils make at least expected progress, including those who are eFSM. • Around half of eFSM pupils make accelerated progress, reducing the eFSM/nFSM gap by approx. 25%. • Provision across classes is at least ‘Good’. • Independence, perseverance and resilience improve for most learners. 	<ul style="list-style-type: none"> • Assessment booklets. • Learning walks. • Book looks. • Pupil voice.

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perseverance alongside strong academic progress.		
<p>Accelerated Progress through Amser Drilio</p> <p>Daily Amser Drilio sessions provide structured, targeted opportunities for pupils in PS1 and PS2 to secure early phonics and number skills. In PS3, focused interventions build on these foundations to accelerate progress, ensuring disadvantaged pupils catch up with or exceed their peers.</p>	<ul style="list-style-type: none"> • Numeracy and literacy interventions run daily in Steps 1 and 2 focusing on basic skills; phonic assessments show nearly all pupils make at least expected progress. • JP withdraws selected pupils in PS3: nearly all make expected progress, with a majority making accelerated progress. • HC delivers Amser Drilio in PS3 on rotation: most pupils make expected progress, with a majority making accelerated progress. 	<ul style="list-style-type: none"> • Assessment booklets. • Reading tests. • Phonics assessments. • Pupil surgery booklets.

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: £168,874

Activity	Success Criteria	Evidence	Equity Grant Priority Area
Targeted Intervention Groups to Support Literacy and Numeracy Basic Skills	<ul style="list-style-type: none"> • Most pupils accessing interventions make at least expected progress in literacy and numeracy. 	<ul style="list-style-type: none"> • Assessment booklets and personalised assessment analysis. • Pupil surgery records. 	Closing the attainment gap;

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<p>Intervention groups will run across PS1–PS3 to provide targeted support in reading, phonics, and basic numeracy for learners identified through assessment data and professional judgement. Selection of pupils will prioritise eFSM learners and those at risk of underachievement.</p>	<ul style="list-style-type: none"> • A significant minority make accelerated progress (value-added). • Increased proportion of eFSM pupils recorded as On Track or On Track+. • Gap in attainment between eFSM and nFSM reduced by at least 15% in personalised assessments. 	<ul style="list-style-type: none"> • Reading and numeracy data (including standardised scores). • Phonics assessments. 	<p>Raising standards in literacy and numeracy;</p> <p>Targeted support for eFSM learners.</p>
<p>Daily Basic Skills Development through Amser Drilio</p> <p>Amser Drilio sessions delivered daily in PS1 and PS2 to ensure systematic coverage of phonics, basic number, and early literacy/numeracy skills. In PS3, HC will deliver Amser Drilio sessions on rotation to consolidate and extend skills.</p>	<p>Nearly all pupils in PS1 and PS2 make expected progress in phonics and basic numeracy.</p> <ul style="list-style-type: none"> • Nearly all pupils withdrawn for interventions in PS3 (by JP) make at least expected progress, with a majority making accelerated progress. • Most pupils in PS3 participating in Amser Drilio sessions demonstrate sustained improvement in literacy and numeracy over time. • The gap in outcomes between eFSM and nFSM pupils reduces year on year. 	<ul style="list-style-type: none"> • Assessment booklets (literacy and numeracy tracking). • Reading and phonics assessments. • Pupil surgery documentation. • Standardised test results and personalised assessment outcomes. 	<p>Improving basic skills (literacy and numeracy);</p> <p>Supporting early intervention and prevention;</p> <p>Closing the gap in outcomes between eFSM and nFSM pupils.</p>

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PDG Activities: Employment of support staff to support the learning of vulnerable pupils (including pupils eligible for free school meals eFSM) in literacy, numeracy and wellbeing, new resources and professional development/supply costs

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

Activity	Success Criteria (Improved)	Evidence	Link to Community Focused School Agenda
<p>Targeted Wellbeing Support for Pupils and Families</p> <p>Pupils and families identified for support access ELSA and THRIVE practitioners. Staff use the Wellbeing Tracker to identify and monitor need.</p>	<ul style="list-style-type: none"> • Reduction in exclusions compared with the previous year. • At least 90% of pupils show no significant wellbeing concerns throughout the year. • The achievement gap between vulnerable pupils and the wider school population narrows measurably. • Families report improved engagement and relationships with school. 	<ul style="list-style-type: none"> • Wellbeing tracker. • THRIVE assessments. • ELSA records. • Behaviour and exclusion records. 	<p>Strengthens family–school partnerships through early identification and support; builds resilience and readiness to learn for vulnerable pupils and families.</p>
<p>Promoting Positive Attendance</p> <p>Implementation of the #AttendToAchieve campaign to reduce unauthorised</p>	<ul style="list-style-type: none"> • Whole school attendance improves to at least 93% in every class. • Attendance messages promoted regularly in school newsletters, website, and 	<ul style="list-style-type: none"> • Attendance data analysis. • Newsletters and communication logs. • Published Attendance Policy. • School Attendance Strategy. 	<p>Builds a culture of partnership with families; supports parental engagement and shared responsibility for pupil attendance.</p>

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<p>absences and promote strong attendance habits.</p>	<p>parent communications.</p> <ul style="list-style-type: none"> • Revised Attendance Policy published and communicated to families. • New Attendance Strategy embedded and monitored termly. 		
<p>Appointing a TLR Holder for Mitigating the Impact of Poverty</p> <p>Strategic lead appointed to coordinate school-wide approaches to equity, community engagement, and reducing the impact of poverty.</p>	<ul style="list-style-type: none"> • Whole-school approach to mitigating the impact of poverty developed and implemented. • School achieves Heart of the Community Silver Award. • Gap in attainment between eFSM and nFSM pupils reduces by at least 15%. • Most eFSM pupils make at least expected progress from their starting points. 	<ul style="list-style-type: none"> • Book looks. • Policy documents. • SIP Target 2 monitoring. • Award evidence. 	<p>Ensures a school-wide equity focus; strengthens the role of the school as a hub for community support, reducing barriers to learning caused by poverty.</p>