



Costed Grant Funding (April 2023 – March 2024)

Roath Park Primary School

Costed Grant Funding (v2.0)

Academic Year 2023 – 2024

Pupil Development Grant (PDG)	£64,400.00 allocated
Early Years Pupil Development Grant	£8,813.00 allocated
Education Improvement Grant	£148,470.00 allocated
Minority Ethnic Achievement Grant	£50,354.00 allocated
Professional Learning Grant	£8,813.00 allocated
Name of school	Roath Park Primary School
Headteacher	Lewis Fitzgerald
Dates	Financial Year: Mar 2023 / Apr 24 Academic Year: 2023/24

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Date adopted by GB: June 2023 and reviewed September 2023, January 2024

Pupil Development Grant (PDG) £64,400

Key Area of development	Targets	Success Criteria	Strategic Tasks Planned	Termly Monitoring Outcomes	Grant Spend
Equitable and effective approaches to teaching, learning and intervention ensure progress for identified key groups	-To ensure that there is equity in our Teaching and Learning offer	All staff to understand the need for equity when planning for a range of learner need	- SLT to share learner attainment and progress to highlight national priority of closing the gap for groups of learners e.g. eFSM pupils	Intervention logs	██████████
	-To ensure that eFSM, EAL and ALN pupils achieve well	Whole school strategies and targeted interventions ensure that all learners (including eFSM pupils) make progress	- ALNCo and DHT use data effectively to identify learner attainment and match effective intervention / support	GL Assessment / Personalised Assessment – tracking attainment	██████████
	-To provide timely intervention for pupils who require additional support	All teachers to take part in PL project with a focus on AfL to understand a range of approaches to support learning needs	- Pupil Forum (termly) provides whole staff platform to discuss learners from a range of backgrounds e.g. eFSM / vulnerable / emotional / social / prior attainment	ALN register – tracking attainment and describing progress	██████████
		All Teaching Assistants engage in professional development to effectively carry out their roles		One Page Profiles	
		Emotional and social needs are met alongside academic needs for nearly all pupils		IDP meetings / reviews	
				Pupil Forum meetings (termly)	
Actual Spend (March 2024):				Projected total	£68,902.00
				PDG	£64,400.00
				Variance	+ £4,502



Early Years PDG (EYPDG) £9,200

Key Area of development	Targets	Success Criteria	Strategically Planned Tasks	Termly Monitoring Outcomes	Grant Spend
Intervention Group Support	-To provide early intervention for areas of learning including numeracy and literacy	<p>Baseline in Nursery / Reception forms starting point for pupil attainment and progress</p> <p>Early identification of pupils from vulnerable groups</p> <p>To reduce gaps between current attainment and expected trajectories</p>	<ul style="list-style-type: none"> - SLT to share school, community and Wales-wide strategy for closing the gap for group of learners e.g. eFSM pupils - Pupil Forum (termly) provides whole staff platform to discuss learners from a range of backgrounds e.g. eFSM / vulnerable / emotional / social / prior attainment - ALNCO and Achievement / Inclusion coordinator plan for bespoke professional learning to take place 	<p>Nursery and Reception baselines</p> <p>Language Links and Maths Factor assessments</p> <p>Intervention logs to monitor progress</p> <p>Termly update from ALNCo and A&I coordinator</p>	<p>██████████</p> <p>██████████</p>
Actual Spend (March 2024):				Projected total	£11,777.50
				EYPDG	£9,200.00
				Variance	+ £2,577.50





Education Improvement Grant (EIG) £148,470

Key Area of development	Targets	Success Criteria	Strategically Planned Tasks	Termly Monitoring Outcomes	Grant Spend
Enabling pupil progress by allocating resources and staffing effectively	-Provide effective support for learners across the school	On-entry assessment will identify key group learners Early intervention supports individual needs through individual and small group tasks	<ul style="list-style-type: none"> - Baseline/on entry assessment - Staff allocation within teams - Regular monitoring tasks - Professional learning to develop pedagogy which will link to school priorities 	On entry assessment Intervention logs to monitor progress Pupil forums SER cycle	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 25px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
Actual Spend (March 2024):				Projected total	£151,495.00
				EIG	£148,470.00
				Variance	+ £3,025.00

Minority Ethnic Achievement Grant (MEAG) £53,314

Key Area of development	Targets	Success Criteria	Strategically Planned Tasks	Termly Monitoring Outcomes	Grant Spend
EAL and EMTAS learners are supported to make progress relevant to their starting point	<p>To ensure all EAL and EMTAS pupils progress well and to the best of their capability</p> <p>All pupils have access to our curriculum and elements of this reflects their background</p>	<p>EAL and EMTAS learners progress well at their own level</p> <p>EAL and EMTAS learners will have accelerated progress due to interventions</p> <p>EAL and EMTAS learners will have access to the curriculum through language, social and emotional support</p>	<ul style="list-style-type: none"> - Support staff allocation will reflect the needs EAL and EMTAS needs across the school - Language support staff will work with class teachers to ensure learners access our curriculum - Resources and provision are differentiated to meet language acquisition needs 	Data collection and analysis to measure the progress made by key pupils	
Family engagement and community cohesion	To improve engagement and mutually beneficial links for families in our school community	<p>School will understand and meet specific needs of the community</p> <p>Families know who and how to contact for guidance and support</p> <p>School will use the strengths in the community to enhance learning experiences in school</p>	<ul style="list-style-type: none"> - Family drop in sessions arrange to explain a range of areas in our curriculum - Transition meetings for year 6 parents - An audit of family and community skills, talents and interests that can be used in school to enhance learning 	<p>Community survey/questionnaire</p> <p>Baseline of community involvement in school</p>	
Actual Spend (March 2024):				Projected total	£53,745.00
				MEAG	£50,354.00
				Variance	+ £3,391.00

Professional Learning Grant (PLG) £8,813

Key Area of development	Targets	Success Criteria	Strategically Planned Tasks	Termly Monitoring Outcomes	Grant Spend
<p>Celebrating diversity, inclusions Cynefin in our curriculum</p> <p>Soraya Cordle - I'm Representing IECC</p>	<p>To ensure we understand and celebrate diversity in our school community, while enriching Welsh heritage</p>	<p>Opportunities to identify and celebrate our range of cultures connecting to sense of belonging</p> <p>Woven through learning offer in all year groups</p>	<ul style="list-style-type: none"> - Planned opportunities to discuss and celebrate diversity and Cynefin through learning experiences - Training to be disseminated to teachers in other year groups 	<p>Feedback and training in Staff meetings</p> <p>Pupil Voice</p> <p>Listening to learners</p>	
<p>Develop teaching and learning through creative approaches</p> <p>International visit – Italy</p> <p>Visits to other local settings</p>	<p>To enable smooth transition from PS1 to PS2</p> <p>To develop independence in learners</p>	<p>Learning offer to be appropriate and relevant to developmental stage</p> <p>Year 2 learning environment stimulates creativity and independence in learners</p>	<ul style="list-style-type: none"> - Curriculum / PS2 leader to develop priority plan for classroom environment target - Staff training to include feedback from visits - Drop-ins and meetings with staff to regularly discuss learning environment 	<p>MER cycle activities</p> <p>Visits to and from other school staff</p> <p>Feedback to SLT during regular meetings</p>	
<p>Development of music across the school</p> <p>Upbeat Music</p>	<p>To engage in professional learning linked to the teaching of music</p> <p>To link music provision to other AoLEs</p>	<p>All teachers trained to deliver music progressively</p> <p>Improved knowledge and skills of elements of music for all teachers</p>	<ul style="list-style-type: none"> - Topic/theme-based approach to sessions coordinated by Curriculum Leader and Expressive Arts Leader - Included in Expressive Arts action plan 	<p>Expressive Arts and Curriculum focussed MER tasks</p> <p>Feedback in SMT, Phase meetings and AOLE workshops</p>	
<p>TLC - Professional Learning for all staff</p>	<p>To engage in professional learning delivered by TLC, including</p>	<p>Teaching and learning to have a focus on higher order questioning,</p>	<ul style="list-style-type: none"> - Professional learning based on teaching and learning needs; a response to MER 	<p>Regular feedback in whole staff training sessions</p>	

	phase group mentoring sessions throughout the year	supported by Bloom's taxonomy A range of relevant and effective AfL strategies are used to identify progress and next steps for learners	tasks (3 x half days plus phase group mentoring sessions) - Linked to Performance Management - Linked to School Development Priorities	Termly Performance Management Reviews Evidenced in MER tasks and used for sharing good practice Evaluated in SER	
Actual Spend (March 2024)				Projected total	£7,565.00
				PLG	£8,813.00
				Variance	-£1,248.00

Review of expenditure – 2023/24

	Allocated	Actual Spend
Pupil Development Grant (PDG)	£64,400.00	£68,902.00
Early Years Pupil Development Grant	£8,813.00	£11,777.50
Education Improvement Grant	£148,470.00	£151,495.00
Minority Ethnic Achievement Grant	£50,354.00	£53,745.00
Professional Learning Grant	£8,813.00	£7,565.00
Totals	£280,850.00	£293,484.50