

Roath Park Primary School

Costed Grant Funding (v3.0) Academic Year 2024 – 2025






| | Allocated |
|--|--------------------|
| Pupil Development Grant (PDG) | £64,400.00 |
| Early Years Pupil Development Grant | £2,300.00 |
| Education Improvement Grant | £198,696.00 |
| Minority Ethnic Achievement Grant | £49,836.00 |
| Professional Learning Grant | £8,342.00 |
| | |
| Totals | £323,574.00 |

| | Allocated |
|------------------------|-------------------|
| 'Curriculum SC' | £4,220.00 |
| 'Reform ALN IM' | £9,933.00 |
| 'Smoothing' | £8,560.00 |
| | |
| Totals | £22,713.00 |

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|-----------------------|--|
| Name of school | Roath Park Primary School |
| Headteacher | Lewis Fitzgerald |
| Date | Academic year 2024 -2025 Financial year (April 2024 – March 2025) |

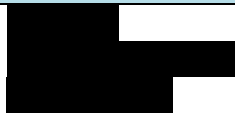
Pupil Development Grant (PDG) £64,400

| 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 Context WHOLE SCHOOL DATA OVERVIEW | -To ensure that there is equity in our Teaching and Learning offer -To ensure that eFSM, EAL and ALN pupils achieve well -To provide timely intervention for pupils who require additional support -Professional learning has a focus on vulnerable groups of learners | All staff to understand the need for equity when planning for a range of learner needs Whole school strategies and targeted interventions ensure that all learners (including eFSM, ALN and EAL pupils) make progress All teachers to take part in professional learning with a focus on AfL to understand a range of approaches to support learning needs All Teaching Assistants engage in professional learning to effectively carry out their roles Emotional, social, personal and academic needs are met for the majority of pupils | <ul style="list-style-type: none"> - SLT to share learner attainment and progress to highlight national priority of closing the gap for groups of learners e.g. eFSM pupils - ALNCo and DHT use data effectively to identify learner attainment and match effective intervention / support - Pupil Forum (termly) provides whole staff platform to discuss learners from a range of backgrounds e.g. eFSM / vulnerable / emotional / social / prior attainment - MER tasks involve pupils representative of vulnerable groups | Whole school data overview Intervention logs GL Assessment / Personalised Assessment – tracking attainment ALN register – tracking attainment and describing progress One Page Profiles IDP meetings / reviews Pupil Forum meetings (termly) |    |
| | Actual Spend (March 2025): £-189 underspent | | | | Projected total PDG Variance |



Early Years PDG (EYPDG) £2,300

| Key Area of development | Targets | Success Criteria | Strategically Planned Tasks | Termly Monitoring Outcomes | Grant Spend |
|-----------------------------------|---|--|---|--|--|
| Intervention Group Support | -To provide early intervention for core areas of learning including numeracy and literacy | Baseline in Nursery / Reception forms starting point for pupil attainment and progress Early identification of pupils from vulnerable groups To reduce gaps between the attainment of pupils who require additional support and those who do not | <ul style="list-style-type: none"> - SLT to share school, community and Wales-wide strategy (<i>High Standards and Aspirations for All</i>) 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 - MER tasks in Progression Step 1 (Engage) and Progression Step 2 (Inspire) - Consultant (Cath Delve) supporting SLT (Rachell Smith) to achieve progression through pedagogy and learning environments | <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>ALN register – tracking attainment and describing progress</p> <p>One Page Profiles</p> <p>IDP meetings / reviews</p> <p>Pupil Forum meetings (termly)</p> | <p>[REDACTED]</p> <p>See PLG for expenditure against consultant work</p> |
| Actual Spend (March 2025): | | | | Projected total | £2,284.00 |
| -£16 underspent | | | | EYPDG | £2,300.00 |
| | | | | Variance | -£16 |




Education Improvement Grant (EIG) - £200,676

| Key Area of development | Targets | Success Criteria | Strategically Planned Tasks | Termly Monitoring Outcomes | Grant Spend |
|---|--|---|--|--|---|
| Enabling further attainment and progress by allocating resources and staffing effectively | <p>-To ensure that there is equity in our Teaching and Learning offer</p> <p>-To ensure that eFSM, EAL and ALN, Early Intervention pupils achieve well</p> <p>-To provide timely intervention and support for pupils who require it</p> <p>-Professional learning has a focus on vulnerable groups of learners</p> | <p>On-entry assessment will identify key group learners</p> <p>Whole school strategies and targeted interventions ensure that all learners (including eFSM, ALN and EAL pupils) make progress</p> <p>Early intervention supports individual needs through bespoke and small group tasks</p> | <ul style="list-style-type: none"> - Baseline/on entry assessment - Staff allocation within teams - Regular MER tasks with a focus on attainment and progress - Professional learning to develop pedagogy linked to school and national priorities | <p>Nursery and Reception baselines</p> <p>Language Links and Maths Factor assessments</p> <p>Intervention logs</p> <p>ALN register – tracking attainment</p> <p>One Page Profiles</p> <p>IDP meetings / reviews</p> <p>Pupil Forum meetings (termly)</p> <p>Whole school data overview GL Assessment / Personalised Assessment – tracking attainment</p> |  |
| Actual Spend (March 2025): | | | | Projected total | £200,676.00 |
| +£1,980 overspent | | | | EIG | £198,696.00 |
| | | | | Variance | +£1,980 |

Minority Ethnic Achievement Grant (MEAG) £49,836

| 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 and support</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 of EAL and EMTAs learners across the school - Language support staff will work with class teachers to ensure learners access our curriculum - Resources and provision are considered in order to meet language acquisition needs | <p>Data collection and analysis to measure the progress made by key pupils</p> <p>MER tasks/ feedback</p> <p>Check ins with intervention coordinator and / or ALNCo</p> <p>NAS survey return</p> |  |
| 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 arranged to explain strategies linked to pedagogy and curriculum - Transition meetings for year 6 parents - Stay and Play / Parent's Evening Consultations - Family Learning groups - An audit of family and community skills, talents and interests that can be used in school to enhance learning | <p>Parent / Carer biannual questionnaire</p> <p>Family applications for eFSM / School Essentials Grant</p> <p>Feedback from family learning groups</p> |  |
| Actual Spend (March 2025): | | | | Projected total | £46,324.00 |
| -£3,512 underspent | | | | MEAG | £49,836.00 |
| | | | | Variance | -£3,512 |

Professional Learning Grant (PLG) £8,342

| Key Area of development | Targets | Success Criteria | Strategically Planned Tasks | Termly Monitoring Outcomes | Grant Spend |
|--|---|--|---|---|---|
| <p>SDP - Priority 5 Pupil progress reflects the quality of teaching and learning across all phases</p> <p>National priorities HIGH STANDARDS AND ASPIRATIONS</p> <p>SLT: Jane Marker / Mike Parsons</p> | <p>-Using agreed strategies and approaches which support pupil attainment and progress</p> | <p><i>Principles of Excellence</i> evident in all Teaching and Learning</p> <p>Formative and summative data shows attainment and progress evident across all groups of learners</p> | <p>-MER tasks throughout the year e.g. book looks, learning walks, listening to learners and drop-ins</p> <p>-Ongoing formative assessment recorded using Taith 360</p> <p>-Data from diagnostic assessments gives opportunity to inform next steps in learning</p> | <p>Data collection and analysis to measure the progress made by key pupils</p> <p>MER tasks / feedback provided</p> |  |
| <p>Progressive teaching and learning across the school</p> <p>Supported by Cath Delve SLT: Rachell Smith</p> | <p>-To identify good practice related to pedagogy</p> <p>-To share what works well and identifying ways forward for pedagogies and environments</p> | <p>Progressive teaching, learning and learning environments across the school</p> <p>Learning and environments tailored to suit the developmental stage of pupils</p> | <p>-Professional learning in December (PS1 – Engage) and (PS2 – Inspire) March</p> <p>-MER tasks throughout the year e.g. book looks, learning walks, listening to learners and drop-ins</p> | <p>Feedback following events and discussions amongst teams</p> |  |
| <p>Mr P ICT - <i>Working Smarter, not Harder</i></p> <p>SLT: Mike Parsons SMT: Nicola Wright</p> | <p>-Use technology and AI technology to support teaching and learning</p> | <p>Strategies and approaches cascaded from PL opportunity back into school</p> <p>Introduce Merge education (Augmented Reality) into practice</p> <p>Carefully adopt AI to assist with teaching and learning opportunities</p> | <p>-MER tasks throughout the year</p> <p>-Practice worth sharing events</p> <p>-Professional learning opportunities</p> | <p>MER tasks / feedback provided</p> |  |

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|--|---|--|--|---|--|
| <p><i>Whole School Approach to Emotional and Mental well-being</i></p> <p>SMT: Annie Tiani-Tanzi</p> | <p>-All learners are treated with equality and supported in their physical and mental health</p> <p>-Whole school approach involving all stakeholders to improve support for emotional well-being</p> | <p>THRIVE and ELSA embedded and strategies used at class level</p> <p>Children at the heart of everything across school e.g. curriculum design, teaching / learning, pupil voice and decision making</p> | <p>-Thrive screener completed in Autumn, Spring and Summer</p> <p>-Self-evaluation completed by SMT for WSAEMWB toolkit</p> <p>-Professional learning with staff led by Health and Well-being leader</p> <p>-Pupil / Staff survey</p> <p>-MER tasks e.g. listening to learners</p> | <p>Thrive Screeners</p> <p>Pupil Forum meetings</p> <p>ALN / Early Intervention Register outcomes</p> <p>Pupil / Parent or Carer feedback</p> | <p>[REDACTED]</p> <p>[REDACTED]</p> |
| <p>Cluster work – collaboration</p> <p>SLT: Lewis Fitzgerald</p> | <p>-To enable all schools in CHS cluster to collaborate for; Steering (SLT) Assessment AoLE / Curriculum ALN</p> | <p>All 5 primary schools and High School collaborate in order to share effective practice, curriculum work, assessment practices and ALN</p> <p>Approaches aligned across cluster</p> | <p>-Cluster action plan updated by steering group 3 times per year</p> <p>-Visits at each school during yearly cycle</p> <p>-Reviewing progress and setting next steps</p> | <p>Feedback following visits / meetings</p> <p>Impact on teaching and learning in individual schools</p> <p>Action Plan outcomes</p> | <p>[REDACTED]</p> <p>[REDACTED]</p> |
| <p>Actual Spend (March 2025)</p> <p>+£1,937 overspent</p> | | | | <p>Projected total</p> <p>PLG</p> <p>Variance</p> | <p>£10,279.00</p> <p>£8,342.00</p> <p>+£1,937</p> |

Review of expenditure – 2024/25

| | Allocated | Actual Spend |
|--|--------------------|---------------------|
| Pupil Development Grant (PDG) | £64,400.00 | £64,211.00 |
| Early Years Pupil Development Grant | £2,300.00 | £2,284.00 |
| Education Improvement Grant | £198,696.00 | £200,676.00 |
| Minority Ethnic Achievement Grant | £49,836.00 | £46,324.00 |
| Professional Learning Grant | £8,342.00 | £10,279.00 |
| Totals | £323,574.00 | £323,774.00 |