

Grant Plans 2025-26

School	St. Mary's Catholic Primary
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Grants	Allocations
Education Improvement Grant (EIG) & Recruit, Recover and Raise Standards (RRRS)	£95,669
Pupil Deprivation Grant (PDG)	£84,483
Professional Learning Grant (PLG)	£4,209
MEAG (grant for EAL pupils)	£22,832

Target Area	Grant	SIP Priority	Activity	Cost	Impact
FL	EIG/ RRRS	1-4	<ul style="list-style-type: none"> ● Teaching assistant staffing for YR to Y2 ● Extra TA in Nursery (pm) & Reception (am) in Aut & Spr terms to support learners with low oracy skills ● Remaining cost of TA staffing for Y3-6 classes (link to PDG/ EAL spend below) 	Staffing costs - £76,459 £13,976	<ul style="list-style-type: none"> ● Foundation learning classes adequately staffed according the WG guidelines ● Improved oracy skills of learners in Nursery & Reception ● All learners in Y3-6 make good progress in literacy and maths.
New Curriculum/ Leadership Training	PLG	1-4	Staff training for School Improvement Priorities - cover for attending training provided by CSC, LA, Archdiocese of Cardiff & other providers - HLTA cover within school	Cost towards the employment of a HLTA £4,209	<ul style="list-style-type: none"> ● Improved confidence in staff to meet success criteria in the SIP. ● Improved standards and learner engagement in priorities highlighted in the SIP.

FSM/ EAL pupils	PDG/ MEAG	1-4	<ul style="list-style-type: none"> ● Smaller teaching groups for Y5 and 6 classes for literacy & numeracy - L2 TA ● Teaching Assistant support in Y3-6 classrooms and to deliver small group support and interventions for FSM/ EAL learners in class. (5 TAs) ● Aut and Spr class progress reviews with teachers 	<p>Staffing costs - £105,065</p> <p>Cost of supply cover £2,250</p>	<ul style="list-style-type: none"> ● Numeracy intervention in Y5/6 - most FSM pupils have made at least expected progress in maths this year. ● Literacy intervention in Y5/6 - nearly all FSM children have made expected progress in reading this year. ● Reading - most FSM pupils have made expected or above expected progress in reading in all year groups. ● Termly learning reviews - regular discussions with teachers about the progress of FSM & EAL learners have allowed planning for support where progress is not being made.
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