

Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023 to 2024 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Milford Haven School
Number of learners in school	1153
Proportion (%) of PDG eligible learners	33%
Date this statement was published	05.10.2023
Date on which it will be reviewed	07.02.2023
Statement authorised by	Ceri-Ann Morris
PDG Lead	Rob Berry
Governor Lead	Dayle Gibby

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 257,600.00
KS3	£131,000
KS4	£126,500
Total budget for this academic year	£ 257,600.00

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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 improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment.	Improvement in pupils' achievement, attitudes and attainment. Reduction in the attendance gap between FSM and Non-FSM pupils
Improve the academic performance of eFSM pupils at KS3 and KS4	Consistency in implementation of processes, ensuring structure and content of delivery is of a high standard. Track pupils' performance date specifically looking at impact of RADY uplift for all FSM pupils. Increased qualification outcomes
Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.	Reduction in regression numbers Improved community collaboration and cohesion, working together on an agreed set of goals. Positive economic and social development through community engagement activities, as well as increased engagement from targeting families via the FACE and community projects.

Activity in this academic year

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

- Providing support to pupils in KS3/4 through ATL mentor.
- Provide a bespoke vocational pathway at KS4 that secures 3/4 level 2 qualifications for a targeted group of young people
- Provide bespoke behaviour interventions that aim to improve the pupils behaviour, emotional and social difficulties
- Work with key service providers to deliver a menu of focused learning opportunities for all FSM/LAC pupils.
- Provide LAC/FSM pupils with structured 1 to 1 time to catch-up and develop skills.
- Enhance learning opportunities that develop transferable skills and knowledge back to the classroom- enrichment opportunities as part of our Well Being Friday offer to pupils

- Support the Communications officer, HOHA and Strategic Lead for Equity, Belonging and Diversity to work with family learning providers, external agencies and school staff to ensure smooth delivery of targeted intervention support that underpins teaching, learning and family engagement
- To carry out home visits to support our FSM families and build positive relationships with them to improve attendance
- Support a Pupil Support Counsellor to work with identified & referred pupils that will require emotional counselling support.
- Provide targeted support for pupils struggling to manage their behaviour, social and emotional aspects of learning- Nurture KS3 & 4, Outreach, Really Pro, The Bay and curriculum support.

Learning and teaching

Budgeted cost: £ 164,164.19

Activity	Evidence that supports this approach
Offering 'The Bay' provision which offers a tailored ALN pathway for those FSM pupils who struggle to access mainstream lessons	A significant number of young people are placed in small classes to enable them to access their learning. A skill-based curriculum allows the young people to develop confidence, as well as a number of level 1 qualifications.
The ability to provide a learning coach, which provides targeted support for FSM learners following exclusion - focusing on English and Maths work completed during the exclusion period. The Learning Coach also supports engagement for KS3 and KS4 in core subjects.	Reduced numbers of exclusions during the summer term, as well as targeted support to ensure that the pupils do not have gaps in their knowledge. Learning coach liaises with core subject teachers to deliver the missed content of the lesson.
Working with key service providers including Really Pro to deliver a menu of focused learning opportunities for all FSM/LAC Pupils in KS4. Through this, we have established an Achieve pathway which focuses on work related education and gives pupils a practical hands on experience in the workplace as well as providing them with an alternative vocational qualification to support their KS4 outcomes.	14 young people access an offsite provision that focuses on delivering 3 vocational qualifications all worth the equivalent of 2 Bs, English language GCSE, maths, numeracy and entry level science. The pupils will have the opportunity to experience the world of work through tailored work experience placements where appropriate. This pathway ensures that all the learners leave with level 1 qualification. 19 pupils achieved a double award in Work Related Education (2x B grades)
First Five teaching strategies used by all staff in lessons	Capped 9 FSM Year 11 outcomes were above our school target.
AYP officer to provide bespoke interventions for our FSM learners who require additional BESD support	Targeted intervention for pupils struggling to manage their behaviour in

	school- using sport as a positive vehicle for changes in attitude to learning.
KS3 Nurture provision focuses on developing and supporting pupils behaviour, emotional and social aspects of learning.	The Nurture provision has reduced our C3 behaviour logs, IER and exclusion figures as it provides targeted emotional support and avoids young people failing in mainstream lessons.
KS4 BESD provision will provide a select number of pupils with a bespoke vocational pathway to avoid them being isolated and possibly PEX if they remained in mainstream lessons.	New provision for September 2023 that will focus on delivering an onsite vocational pathway for 10 young people who would struggle to access mainstream lessons. They will be taught core subjects by specialists who will deliver the content in small classes- 1 to 4 ratio. This will avoid fixed term exclusions and the high chance of a permanent exclusion for one or more of these young people. Targeted ELSA work is also provided to help the pupils manage their emotions. The Harbour will provide a safe space with 3 emotionally available adults to support the pupils learning
Curriculum support provides a quiet and focused learning environment that focuses on supporting the core subjects. It also provides a space for those pupils in Year 11 who have dropped a subject to study the Princes Trust and/ or Personal Development and Growth qualifications offered.	Year 11 pathway for those young people who have dropped an option or who are struggling to focus in large mainstream classes. Targeted support in small class sizes allows them to replace their dropped option with the SWEET qualification worth the equivalent of 2 Bs.
Providing Skillstart courses to develop qualifications & experience in a range of industries, particularly focusing in wood and metal.	Skill Start is enabling our FSM children to obtain Level 1 & 2 qualifications, which are equivalent to 2 B's and 2 D's at GCSE. Enabling them to have additional qualifications that they wouldn't necessarily receive if they remained in mainstream education.
Head of Houses	By using our Head of Houses to actively engage with our disadvantaged pupils. They provide targeted support 'target trio' and mentoring for individual FSM pupils to ensure they are meeting our expectations for attendance, behaviour and progress.

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: £ 1,100.00

Activity	Evidence that supports this approach
Staff working with family learning providers, external agencies and school staff to ensure smooth delivery of targeted intervention support that underpins teaching, learning and family engagement	2 attendance officers in post to ensure we have first day contact with all FSM pupils where no reason has been provided from home. Home visits on day 2 if no contact has been made. FEO appointed to develop even stronger working relationships with our families and change the perception of the school within the community. To work closely and ensure primary school children do not develop ingrained poor attendance habits by providing targeted parenting programmes for parents struggling to enforce boundaries with their children.
Family & Learning sessions - Support for school linked community organisations & not for profit organisations that promote a healthier, prosperous and learning community that benefits the whole school community.	Targeted support through the FACE project delivered to support our more vulnerable families. Working with PATCH, MYM to provide support for families struggling to manage the cost of living crisis.

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

Budgeted cost: £ 95,335.81

Activity	Evidence that supports this approach
Providing support to pupils in KS3/4 through a trained inclusion and well-being team. Work to ensure joined up delivery of support in order to raise standards in KS4 outcomes.	To become a Trauma Informed School- ensuring that all the staff understand the 3 models linked to ACEs, emotionally available adults and how to respond to children who have experienced trauma.
Providing morning pastoral support (breakfast club/ Nurture provision) before school starts to ensure pupils are ready to learn and have staff members to engage with to discuss concerns, issues and success.	Breakfast provided to ensure that many pupils have had something to eat at the start of the day- increased engagement in learning and a reduction in poor behaviour choices. Emotionally available adults available each morning.
TIS breakfast club for pupils who are struggling to access mainstream HWB sessions. Provides an emotionally available adult to set the pupils up positively for the day ahead	Reduction in late C3 and truancy logs for a Targeted group of pupils who often disrupt learning during HWB time. Emotionally available adults can offer support in the morning if the pupils are not ready to learn.
Provision of EXCEL/ Aspire Homework and learning support club to provide tailored support to learners to catch up and develop	All pupils can access a safe space to complete homework and extended learning to support the development of their knowledge and skills.

core skills. Develops a routine for doing homework for pupils. Teaches pupils key study skills.	
AYP officer provides a range of lunchtime, after school clubs and targeted interventions via the service level agreement with additional resources and providers being purchased via PDG.	Bespoke interventions develop pupils' emotional literacy and help them use sport as a vehicle for regulating their behaviour. Reduced behaviour logs, improved attendance and a reduction in exclusions.
Enrichment opportunities and transport provided to support FSM and disadvantaged pupils after school.	Enrichment opportunities develop pupils' social skills and extend the learning opportunities beyond the school day. Friday Well being club offered to extend the experiences of certain young people. Young carers targeted a programme of trips, activities and visits to local attractions to broaden their experiences and provide aspiration to achieve in school.
Pupil Support Counselor	Targeted counselling for pupils that have experienced significant trauma or who have been identified with having a high number of ACEs. Reduced number of school refusers Reduces the need to refer to emotional health and CAMHs.

Total budgeted cost: £ 257,600.00

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 20XX to 20XX academic year.

Activity	Impact

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
The Achieve Pathway	Really Pro
	Skill Start

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.