

MILFORD HAVEN SCHOOL PDG PLAN

2023-24

| PDG Activity | Study and Inclusion Support | Alternative curriculum | Homework Club Tutoring Support Morning Pastoral Interventions | After School & Enrichment Activities | Monitoring & Evaluation | Communications Officer | Emotional Well-Being & Transition Intervention Support | Attendance |
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| Outcomes | 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. | The Bay provides a tailored ALN pathway for those FSM pupils who struggle to access mainstream lessons. | 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. | Planned after school drama and music sessions to engage learners in creative literacy. Drama and music groups to work with identified target pupils. | Delivery of teacher CPD programme to support staff to aspire and drive standards. Creating action based enquiry methods through school improvement groups. | 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 | Delivery of a Proactive approach to nurture and well-being for our FSM/LAC pupils. | Use of apps to support regular contact with parents & families to promote regular, on-time attendance of pupils. |
| | Tailored interventions implemented for those FSM pupils who repeatedly display poor behaviour choices and require IER | Working with key service providers including Really Pro to deliver a menu of focused learning opportunities for all FSM/LAC Pupils in KS4. A range of suitable Courses for boys & girls to develop skills & qualifications to enter the world of work. | 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. | Enhancing learning opportunities that develop transferable skills and knowledge back to the classroom. | Timetable of Twilight/ INSET days to improve teaching and learning, pedagogy, quality of HWB time and improved knowledge and delivery of the RSE/ RVE curriculum and the CFW. | 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. | Staff to work with identified & referred pupils that will require emotional counselling support. Enabling pupils to become emotionally resilient to self-manage and develop coping skills to manage difficulties and ensure retention of school attendance. | Outreach teacher continues to focus on those FSM pupils who are struggling to return to mainstream lessons due to anxiety and mental health following the Pandemic. This will lead to improved FSM attendance figures. |
| | Gather pupil feedback from all pupils about the impact of the bespoke interventions being offered. | KS3 Nurture provision focuses on developing and supporting pupils behaviour, emotional and social aspects of learning. | Provision of EXCEL/ Aspire Homework and learning support club to provide tailored support to learners to catch up and develop core skills. Develops 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. | Implementing clear processes to drive standards via referral systems, targeted intervention maps and FSM monitoring. | Targeted training delivered via outsourced accredited provider to engage FSM/LAC parents. | Provision of a team of Emotional Literacy Support Assistants to support pupils who are struggling with social skills, emotions who may benefit from strategies such as anger management and building self-esteem. | Providing pupils with clear goals to improve attendance and supporting pupils & families to improve. |
| | Provides support and challenges to enable emphasis on positive achievement and attitudes to learning. | 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. | | Enrichment opportunities and transport provided to support FSM and disadvantaged pupils after school. | Clear provision mapping for FSM/LAC pupils to track & evaluate impact. | Linking project framework providers through initiatives to provide some family learning /employment skills courses at school. | | Using incentive schemes such as Classcharts/Attendance Prizes to promote improvements in pupil & year group attendance. |
| | Learning coach supports engagement for KS3 and KS4 pupils in core subjects. | | | Pupil Well being activities offered on a Friday (asymmetric timetable) afternoon each week from 1.45pm. | Implement monitoring processes as agreed by staff and embedded into the PIAP. | | Designated Transition support to liaise with feeder primary schools to support Year 6 pupils and those joining the school mid year. | Attendance Officer to target FSM pupils on their first day of absence who have not given a reason for their non attendance. This will allow us to close the attendance gap between FSM and Non FSM learners. |
| | Learning coach provides targeted support for FSM learners following exclusion- focusing on English and maths work completed during the exclusion period. | Achieve pathway with Really Pro focuses on work related education and gives pupils a practical hands on experience in the workplace. | | PSE days focus on the delivery of key aspects of the RSE curriculum and improves young people's understanding of what makes a good citizen. | RADY uplift of performance data to raise expectations for all FSM pupils | Develop FACE/ TIS project across the MHS cluster and beyond to deliver sector leading support for our more vulnerable families. | Gathering key data sets and collating information to support pupils and share with staff across phases. | To carry out attendance blitz meetings for a targeted group of FSM learners whose attendance is between 80-86% |
| | Support for pupils to ensure a positive return to the classroom through Restorative Practice. | Aspire pathway with Really Pro targets pupils who are struggling in 1 or 2 option subjects and provides them with an alternative vocational qualification to support their KS4 outcomes. | | | | Develop a community project using our Harbour provision with Really Pro following a successful bid. | Literacy intervention support for identified key pupils. | |
| | AYP officer to provide bespoke interventions for our FSM learners who require additional BESD support | 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. | | | | | Curriculum reading intervention support programme (CRISP) supports pupils to improve literacy and reading age by the end of KS3. | HOHA to focus on raising attendance of key groups of learners. |
| | Introduction of the Oasis to help support those vulnerable pupils who are struggling to regulate due to the impact of family circumstances and multiple ACEs. | Providing Skillstart course to develop qualifications & experience to access a range of industries. | | | | | Provide targeted careers support for FSM pupils in KS4 who are looking to transition to further education. | |
| | | Pupils planning, monitoring & reflecting on their work and evaluating how well they have done on completion of tasks. | | | | | Outreach teacher continues to focus on those FSM pupils who are struggling to return to mainstream lessons due to anxiety and mental health following the Pandemic. | |
| | | | | | | | Implement a 3 year Well Being strategy that focuses on supporting pupils and staff. | |

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| Success Criteria and Impact | | Improved engagement with curriculum by providing diverse options to support the learners needs. | | | | | | |
| | <p>Improvements in pupil achievement & attitudes.</p> <p>Helps pupils to work things out for themselves in a supported way.</p> <p>Provides pupils with focused support to do well in school.</p> <p>Improvements in pupils' attendance & attainment.</p> <p>Greater engagement with pupil & family.</p> <p>Relationships are nurtured and rebuilt.</p> | <p>Increased motivation of learners.</p> <p>Longer spells of engagement on tasks</p> <p>Greater respect for learners</p> <p>Improved behaviour</p> <p>Previously disengaged learners are re-engaged.</p> <p>Increased qualification outcomes.</p> | <p>Increased concentration on learning and tasks.</p> <p>Inspires pupils to aim higher and achieve.</p> <p>Provides a safe environment to learn and develop.</p> <p>Pupil's more positive about learning.</p> <p>Pupil's are able to cope better in school & manage emotions in a constructive way to help them learn.</p> | <p>Developing and fostering positive attitudes to learning.</p> <p>Enhancing learning time. Broadening learners' access to experiences.</p> <p>Tackling anti-social behaviour issues through access of out of hours provision.</p> <p>Pupil enrichment and community collaborations developed.</p> | <p>Providing a clear sense of direction for the whole school.</p> <p>Consistency in implementation of processes, ensuring structure and content of delivery is of a high standard.</p> <p>Track pupils performance data- specifically looking at impact of RADY uplift for all FSM pupils</p> <p>Tackles real issues relating to pupil poverty and disadvantage among FSM/LAC learners.</p> | <p>Promoting community collaboration & cohesion. Working towards a set of agreed goals.</p> <p>Needs driven initiatives that provide targeted support and real benefit to all FSM/LAC pupils.</p> <p>Positive economic and social development through community engagement activities.</p> <p>Increased engagement for targeted families via the FACE and community projects</p> | <p>Reduces the likelihood of regression.</p> <p>Assist pupils to move from one phase to the next smoothly.</p> <p>Limits emotional & behaviour distress and supports pupils struggling with BESD.</p> <p>Boosts children's cognitive & social skills.</p> <p>Assist's pupils to settle in to school life.</p> <p>Improves literacy & numeracy.</p> <p>Has emotionally available adult who can support pupils BESD</p> | <p>Improving attendance of groups learners.</p> <p>Developing positive engagement & involvement with parents & families.</p> <p>Inspires pupils to aim higher and achieve through attending school.</p> <p>To reduce the attendance gap between FSM and Non FSM pupils.</p> <p>5% increase of targeted FSM blitz group.</p> <p>To reduce PA of FSM pupils.</p> |

Pupil Deprivation Grant

The Pupil Development Grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (eFSM). Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC (looked after children).

In 2023-24, Milford Haven School was provided with a PDG allocation of: £257,600, KS3 £126,500 and KS4 £131,100 - 22/23 grant was spent, no carry over. PDG LAC Grant is yet to be received.

At Milford Haven School we have incorporated the PDG into our whole school development plan which has been approved by the Governing Body and the local authority.

The key priorities within the plan with particular relevance to PDG are:

- To improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment
- Improve the academic performance of eFSM pupils at KS3 and KS4
- Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.

Examples we have used the funding available for are:

- 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.