

Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2024 to 2025 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	1056
Proportion (%) of PDG eligible learners	21.1%
Date this statement was published	14/9/24
Date on which it will be reviewed	1/6/25
Statement authorised by	Daryl John
PDG Lead	Sean Thomas
Governor Lead	Dayle Gibby

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£263,350.00
KS3	£132,480.00
KS4	£130,870.00
Total budget for this academic year	£263,350.00

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 EBSA and community projects.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes 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, AHT for Behaviour & Ethos and AHT for Inclusion 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 TIS officer 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: £167,248.12

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 an Outreach tutor , which provides targeted support for FSM learners following school refusal- focusing on English and Maths work as well as other vocational qualifications. The Outreach Tutor also supports engagement for KS3 and KS4 in other subjects.	Increase in attendance for school refusers, as well as targeted support to ensure that the pupils do not have gaps in their knowledge. Outreach Tutor liaises with core subject teachers to deliver the missed content of the lessons.
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	16 young people access an off site 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)

<p>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.</p>	
<p>First Five teaching strategies used by all staff in lessons</p>	<p>Capped 9 FSM Year 11 outcomes were previously above our school target using these T&L strategies.</p>
<p>AYP officer to provide bespoke interventions for our FSM learners who require additional BESD support</p>	<p>Targeted intervention for pupils struggling to manage their behaviour in school- using sport as a positive vehicle for changes in attitude to learning.</p>
<p>KS3/4 Nurture provision focuses on developing and supporting pupils behaviour, emotional and social aspects of learning.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>Providing Skillstart courses to develop qualifications & experience in a range of industries, particularly focusing in wood and metal.</p>	<p>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.</p>

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: £39,510.00

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	1.5 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 EBSA projects delivered to support our more vulnerable families. Working with PATCH, MYM to provide support for families struggling to manage the cost of living crisis.
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.

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

Budgeted cost: £56,591.88

Activity	Evidence that supports this approach
Head of Houses	By using our Head of Houses to actively engage with our disadvantaged pupils. They provide targeted support for 'target trio'

	pupils and mentoring for individual FSM pupils to ensure they are meeting our expectations for attendance, behaviour and progress.
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.
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.
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 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: £263,350.00

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 2023 to 2024 academic year.

Activity	Impact
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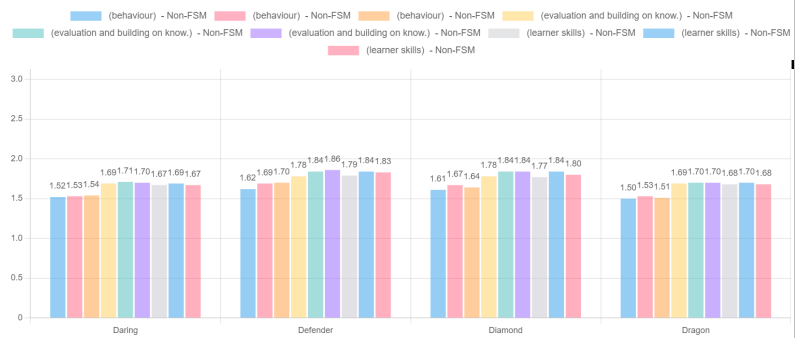
<p>To improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment.</p>	<p>Attendance figure breakdown for FSM term by term:</p> <p>T1- 83.23% T2- 76.72% T3- 75.83% T4- 75.21% T5- 75.33% T6- 75.91% Overall- 75.71%</p> <p>Blitz intervention for FSM pupils this has had the following positive impact Daring- 6 Year 11 FSM girls- 3.2% increase, Defender- Year 9 girls FSM, 1.5% increase, Diamond- Year 8-11 girls, 1 reward and 1 Blitz group- 1.03% increase across the 2 groups and Dragon- Year 10 FSM girls- 7% increase. We have also invested in the use of the attendance and communications model to further develop our links and communication with parents.</p>																																																																	
<p>Improve the academic performance of eFSM pupils at KS3 and KS4</p>	<p>KS3 outcome summary: Year 9 outcomes below in maths, English and science at the end of Key Stage 3. The results show a comparison to 2023 with a RAG rating highlighted in the box.</p> <table border="1" data-bbox="606 907 1316 1187"> <thead> <tr> <th colspan="5">2023 Results</th> </tr> <tr> <th>2023</th> <th>ENG</th> <th>Oracy</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>5+</td> <td>84.7%</td> <td>84.7%</td> <td>85.6%</td> <td>79.6%</td> </tr> <tr> <td>6+</td> <td>42.6%</td> <td>42.1%</td> <td>42.1%</td> <td>41.2%</td> </tr> <tr> <td>7+</td> <td>19%</td> <td>18.1%</td> <td>19.0%</td> <td>16.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="606 1198 1316 1478"> <thead> <tr> <th colspan="5">Difference Between 2023 and 2024</th> </tr> <tr> <th>2023</th> <th>ENG</th> <th>Oracy</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>5+</td> <td>-3.2%</td> <td>-0.8%</td> <td>-6.0%</td> <td>0.5%</td> </tr> <tr> <td>6+</td> <td>4.3%</td> <td>2.0%</td> <td>2.9%</td> <td>3.3%</td> </tr> <tr> <td>7+</td> <td>-1.0%</td> <td>-3.9%</td> <td>0.0%</td> <td>-1.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="606 1489 1133 1859"> <thead> <tr> <th colspan="3">2023 Results</th> </tr> <tr> <th>2023</th> <th>MAT</th> <th>SCI</th> </tr> </thead> <tbody> <tr> <td>5+</td> <td>87.5%</td> <td>83.8%</td> </tr> <tr> <td>6+</td> <td>44.4%</td> <td>40.3%</td> </tr> <tr> <td>7+</td> <td>11.1%</td> <td>10.2%</td> </tr> </tbody> </table> <p>Difference Between 2023 and 2024</p>	2023 Results					2023	ENG	Oracy	Reading	Writing	5+	84.7%	84.7%	85.6%	79.6%	6+	42.6%	42.1%	42.1%	41.2%	7+	19%	18.1%	19.0%	16.2%	Difference Between 2023 and 2024					2023	ENG	Oracy	Reading	Writing	5+	-3.2%	-0.8%	-6.0%	0.5%	6+	4.3%	2.0%	2.9%	3.3%	7+	-1.0%	-3.9%	0.0%	-1.0%	2023 Results			2023	MAT	SCI	5+	87.5%	83.8%	6+	44.4%	40.3%	7+	11.1%	10.2%
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2023	MAT	SCI
5+	-3.1%	1.0%
6+	4.4%	0.0%
7+	1.7%	2.1%

Attitude to learning summary (Column 1- Non FSM v FSM in column 2):

All FSM pupils' attitudes to learning scores are below 2 (out of 4). In Year 7 and 8 evaluation and building on knowledge is an area that requires further improvement with average scores around 1.7 (Defender and Diamond are higher at 1.85),

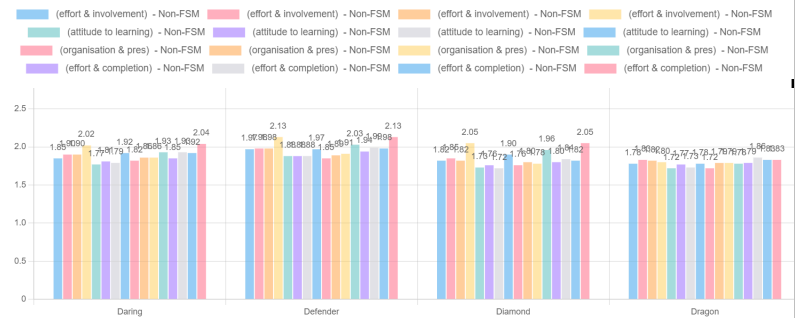
Year 7 and 8:



Year 9, 10 and 11:

Nearly all pupils have an average attitude to learning scores below 2.

Effort and completion and effort and involvement in 3 of the Houses is above 2 with Dragon below in these areas.



KS4 outcome summary (post Y11 outcomes)



eFSM 35 pupils	Y11 Summer 2023	Y11 PG 2024	Y10 P1 2023	Y10 P2 2023	Y10 P3 2023	Y11 P1 2024	Y11 P2 2024	Y11 P3 2024	Y11 P4 2024	Y11 Summer (1st) 2024
Capped 9	302	308	283	266	280	287	292	285	286	270
L1	82.9	89.7	87.2	71.1	73	84.2	87.5	91.4	92.3	80.6
L2	37.1	48.7	46.2	42.1	35.1	39.5	32.5	25.7	30.8	27.8
L2i	25.7	48.7	30.8	31.6	29.7	28.9	30	22.9	23.1	19.4
L2a	2.9	12.8	7.7	7.9	5.4	2.6	5	0	0	0
L2ai	2.9	12.8	5.1	0	0	0	0	0	0	0
Literacy avg pts	30.9	35.1	27.7	27.3	27.4	29.9	26.8	28.3	28.8	30.9
Numeracy avg pts	29.1	35.8	30.7	30.8	32.2	30.7	31.7	29	29	24.4
Science avg pts	23.8	31.5	25	27.5	27.7	26.3	25.4	23.9	23.4	24.1
Skills avg pts	33.1	27.4	25.4	23.3	24.6	25	23.2	21.7	22.7	28

3 High achieving pupils that were classed as eFSM no longer qualified in between P1 and P2 resulting in a decline in outcomes for our FSM pupils.

Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.

Harbour provision

We implemented our KS4 BESD provision for September 2023. Unfortunately we had to make the decision to close this facility at Christmas due to continued poor behaviour choices for a small group of young people.

[Harbour Review Autumn 2023](#)

Reviewing Harbour:

A number of progress and behaviour meetings were held prior to and just after half term with both pupils and parents. The teacher in charge made regular contact with parents to provide them with updates on how they were progressing. During the review meetings it was made clear to the pupils that their behaviour needed to improve or the provision was in danger of being removed.

Rationale:

The reason for making the decision to close the Harbour provision was two fold. Firstly the pupils that were in the provision displayed a series of poor behaviour choices that included verbally abusing staff, making homophobic comments directed at staff, breaking into and damaging school property. Secondly with continued strain on school budgets and further cuts expected for September 2024 we were concerned about our ability to maintain this provision beyond August 2024.

* 5 other pupils initially started in the provision but have subsequently either started at Really Pro full time, been removed from the schools role (EHE), have been issued LA IDPs (October 2023) with 1 to 1 support directing the pupils back to mainstream or have ended up at the PLC.

Summary:

The school has set up, staffed effectively and provided a bespoke Key Stage 4 BESD provision to meet the needs of a number of disaffected mainstream learners. We have unfortunately been forced to make the decision to close the provision due to continued poor behaviour choices, poor attitudes to learning and a distinct lack of respect towards the schools facilities and the teaching/ support staff in the Harbour provision. In addition with

	<p>the forecast school budget cuts in September 2024 we are unable to sustain this provision.</p> <p>Conclusion: As a response to this the school is offering 2 options for January 2024 to the 6 pupils that remain in the Harbour provision. They are Really Pro or a hybrid package of 1 mainstream option, Return to Learn support and Really Pro.</p> <p>Really Pro impact: Year 11 outcomes to be added to show the impact of Really Po outcomes on the schools Capped 9.</p> <p>Below is a summary of the 3 cohorts- Year 9, 10 and 11 and their current progress in maths, numeracy, English and the vocational qualifications they are studying.</p> <p>MHS Really Pro pupil summary - 04-07-2024</p>
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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
Performing Engineering Operations	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.