

# MILFORD HAVEN SCHOOL PDG PLAN 2020-21

PDG Activity	Study and Inclusion Support	Harbour Learning Provision/Alternative curriculum	Homework Club Tutoring Support Morning Pastoral Interventions	After School & Enrichment Activities	Monitoring & Evaluation	PR & Communications Officer	Emotional Well-Being & Transition Intervention Support	Attendance
<b>Outcomes</b>	<p>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.</p> <p>Offsite tutor developing individual learning &amp; support programme for eFSM pupils with focus on core subjects.</p> <p>Expanding upon one to one pupil feedback.</p> <p>Provides support and challenges to enable emphasis on positive achievement and attitudes to learning.</p> <p>Supporting engagement for KS4 pupils in core subjects.</p> <p>Support for pupils to ensure a positive return to the classroom through Restorative Practice.</p>	<p>Working with key service providers including Really Pro to deliver a menu of focused learning opportunities for all FSM/LAC Pupils in KS3 and KS4. A range of suitable Courses for boys &amp; girls to develop skills &amp; qualifications to enter the world of work.</p> <p>Providing Skillstart course to develop qualifications &amp; experience to access a range of industries.</p> <p>Pupils planning, monitoring &amp; reflecting on their work and evaluating how well they have done on completion of tasks.</p> <p>Improved engagement with curriculum by providing diverse options to support the learners needs.</p>	<p>Providing morning pastoral support before school starts to ensure pupils are ready to learn and have staff members to engage with to discuss concerns, issues and success.</p> <p>Provision of EXCEL Homework Club to provide tailored support to learners to catch up and develop. Develops routine for doing homework for pupils. Teaches pupils to study.</p>	<p>Planned after school Drama sessions to engage learners in creative literacy. Drama groups to work with identified target pupils.</p> <p>Enhancing learning opportunities that develop transferable skills and knowledge back to the classroom.</p> <p>Sports officer provides a range of lunchtime and after school clubs via the service level agreement with additional resources and providers being purchased via PDG.</p> <p>Enrichment opportunities to support eFSM and disadvantaged pupils after school.</p>	<p>Delivery of teacher CPD programme to support staff to aspire and drive up standards. Creating action based enquiry methods through school improvement groups.</p> <p>Timetable of Twilight/ Inset days. To improve knowledge of Hwb and delivery of PDG Plan.</p> <p>Implementing clear processes to drive standards via referral systems and FSM monitoring.</p> <p>Clear provision mapping for FSM/LAC pupils to track &amp; evaluate impact.</p> <p>Implement monitoring processes as agreed by staff and embedded into the PIAP.</p>	<p>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</p> <p>Family &amp; Learning sessions - Support for school linked community organisations &amp; not for profit organisations that promote a healthier, prosperous and learning community that benefits the whole school community.</p> <p>Targeted training delivered via outsourced accredited provider to engage FSM/LAC parents.</p> <p>Linking project framework providers through initiatives to provide some family learning /employment skills courses at school.</p>	<p>Delivery of a Proactive approach to nurture and well-being for our FSM/LAC pupils.</p> <p>Staff to work with identified &amp; 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.</p> <p>Provision of Emotional Literacy Support Assistant to support pupils who are struggling with social skills, emotions who may benefit from strategies such as anger management and building self-esteem.</p> <p>Designated Transition support to liaise with feeder primary schools to support pupils coming to school to transition.</p> <p>Gathering key data sets and collating information to support pupils and share with staff across phases.</p> <p>Offering literacy &amp; numeracy support to pupils to improve in key identified areas so they can transition through each stage in school.</p>	<p>Use of apps to support regular contact with parents &amp; families to promote regular, on-time attendance of pupils.</p> <p>Providing pupils with clear goals to improve attendance and supporting pupils &amp; families to improve.</p> <p>Using incentive schemes such as Classcharts/Attendance Prizes / Incentive schemes to promote improvements in pupil &amp; year group attendance.</p> <p>HOH focus to further raise attendance of groups of learners.</p>
<b>Success Criteria and Impact</b>	<p>Improvements in pupil achievement &amp; 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 &amp; attainment.</p> <p>Greater engagement with pupil &amp; 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 become 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>Learners more positive about learning.</p> <p>Learners able to cope better in school &amp; 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 to aim towards.</p> <p>Consistency in PDG implementation &amp; processes thus ensuring structure and content of delivery is of a high standard and consistent.</p> <p>Tackles real issues relating to pupil poverty and disadvantage among FSM/LAC learners.</p>	<p>Promoting community collaboration &amp; 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>Reduces the likelihood of regression.</p> <p>Assist pupils to move from one phase to the next smoothly.</p> <p>Limits emotional &amp; behaviour distress.</p> <p>Boosts children's cognitive &amp; social skills to move forward.</p> <p>Assist's pupils to settle in school life.</p> <p>Improves literacy &amp; numeracy.</p>	<p>Improving attendance of groups learners.</p> <p>Developing positive engagement &amp; involvement with parents &amp; families.</p> <p>Inspires pupils to aim higher and achieve through attending school.</p>

# MILFORD HAVEN SCHOOL PDG PLAN

## 2020-21

### **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 2020-21, Milford Haven School was provided with a PDG allocation of £212,750

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

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 a bespoke learning experience for KS3 ALN (FSM) pupils to engage in creative, team building and confidence boosting activities
- 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 Community Engagement officer 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
- 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.