

Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2025 to 2026 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	1,013
Proportion (%) of PDG eligible learners	24.8%
Date this statement was published	14/09/25
Date on which it will be reviewed	01/07/26
Statement authorised by	Ceri-Ann Morris
PDG Lead	Sean Thomas
Governor Lead	Alan Dennison

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£274,850
Total budget for this academic year	£274,850

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.

- 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 Family Liaison 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, Really Pro, The Bay and curriculum support.

Learning and teaching

Budgeted cost: £239,385.42

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.
Pastoral Support Officers x2.	Increase in attendance for school refusers, as well as targeted support to ensure that the pupils do not have gaps in their knowledge. PSO 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 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	30 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.

qualification to support their KS4 outcomes.	
First Five teaching strategies used by all staff in lessons	Capped 9 FSM Year 11 outcomes were previously above our school target using these T&L strategies.
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.
KS3/4 Nurture provision focuses on developing and supporting pupils behaviour, emotional and social aspects of learning.	The Nurture provision has reduced our C3 behaviour logs, Reset and exclusion figures as it provides targeted emotional support and avoids young people failing in mainstream lessons.
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 2 qualifications, which are equivalent to 2 B's at GCSE. Enabling them to have additional qualifications that they wouldn't necessarily receive if they remained in mainstream education.

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: £16,547.00

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 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 combined with Big Bocs Bwyd - 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: £18,917.58

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	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.

ensure joined up delivery of support in order to raise standards in KS4 outcomes.	
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: £274,850

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
To improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment.	Attendance figure breakdown for FSM term by term: T1- 83.32% T2- 79.37% T3- 82.58% T4- 83.85% T5- 84.22%

T6- 80.66%
Overall- 82.12%

Blitz intervention for FSM pupils this has had the following positive impact Dragon- 7 Year 11 FSM girls- 2.9% increase, Defender- Year 10 girls FSM, 1.8% increase, Diamond- Year 9-9 girls, 1 reward and 1 Blitz group- 1.42% increase across the 2 groups and Daring- Year 10 FSM girls- 5.6% increase. We have also invested in the use of the attendance and communications model to further develop our links and communication with parents.

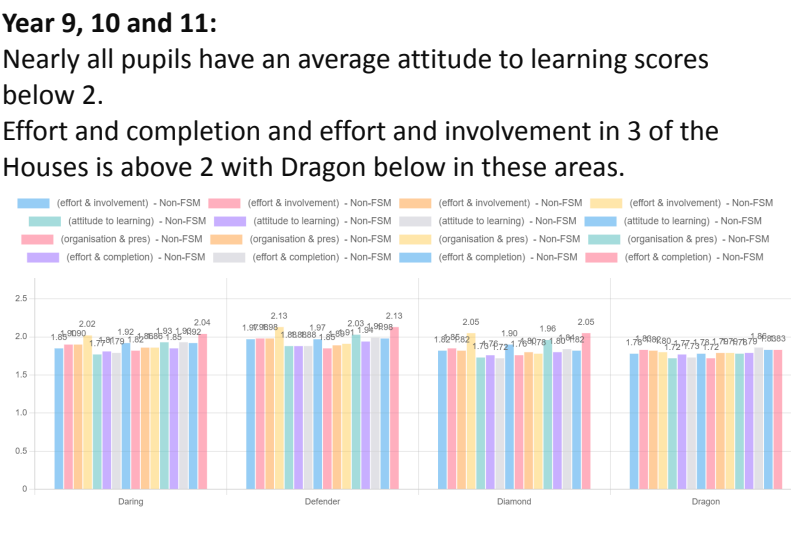
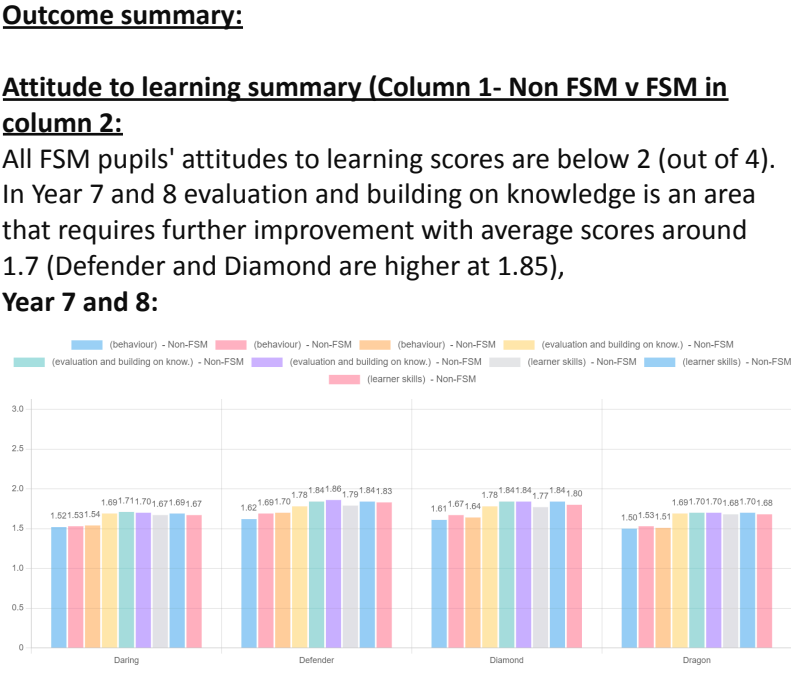
Improve the academic performance of eFSM pupils at KS3 and KS4

Outcome summary:



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:



KS4 outcome summary (post Y11 outcomes)

		<p style="text-align: center;">   </p> <p style="text-align: center;"> Milford Haven School Ysgol Aberdaugleddau </p> <p style="text-align: center;">Year 11 Overview 2023/2024 - Level 2 (A*- C) - 27/08/2024</p> <div style="display: flex; justify-content: space-around; font-size: small;"> Over 10% Above target Above target Up to 5% below target More than 5% below target </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>eFSM 35 pupils</th> <th>Y11 Summer 2023</th> <th>Y11 PG 2024</th> <th>Y10 P1 2023</th> <th>Y10 P2 2023</th> <th>Y10 P3 2023</th> <th>Y11 P1 2024</th> <th>Y11 P2 2024</th> <th>Y11 P3 2024</th> <th>Y11 P4 2024</th> <th>Y11 Summer (1st) 2024</th> </tr> </thead> <tbody> <tr> <td>Capped 9</td> <td>302</td> <td>308</td> <td>283</td> <td>266</td> <td>280</td> <td>287</td> <td>292</td> <td>285</td> <td>286</td> <td>270</td> </tr> <tr> <td>L1</td> <td>82.9</td> <td>89.7</td> <td style="background-color: #ffc107;">87.2</td> <td>71.1</td> <td>73</td> <td>84.2</td> <td style="background-color: #28a745;">87.5</td> <td style="background-color: #28a745;">91.4</td> <td style="background-color: #28a745;">92.3</td> <td>80.6</td> </tr> <tr> <td>L2</td> <td>37.1</td> <td>48.7</td> <td style="background-color: #ffc107;">46.2</td> <td>42.1</td> <td>35.1</td> <td>39.5</td> <td>32.5</td> <td>25.7</td> <td>30.8</td> <td>27.8</td> </tr> <tr> <td>L2i</td> <td>25.7</td> <td>48.7</td> <td>30.8</td> <td>31.6</td> <td>29.7</td> <td>28.9</td> <td>30</td> <td>22.9</td> <td>23.1</td> <td>19.4</td> </tr> <tr> <td>L2a</td> <td>2.9</td> <td>12.8</td> <td>7.7</td> <td style="background-color: #ffc107;">7.9</td> <td>5.4</td> <td>2.6</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>L2ai</td> <td>2.9</td> <td>12.8</td> <td>5.1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Literacy avg pts</td> <td>30.9</td> <td>35.1</td> <td>27.7</td> <td>27.3</td> <td>27.4</td> <td>29.9</td> <td>26.8</td> <td>28.3</td> <td>28.8</td> <td style="background-color: #28a745;">30.9</td> </tr> <tr> <td>Numeracy avg pts</td> <td>29.1</td> <td>35.8</td> <td>30.7</td> <td style="background-color: #28a745;">30.8</td> <td>32.2</td> <td>30.7</td> <td style="background-color: #28a745;">31.7</td> <td>29</td> <td>29</td> <td>24.4</td> </tr> <tr> <td>Science avg pts</td> <td>23.8</td> <td>31.5</td> <td>25</td> <td>27.5</td> <td>27.7</td> <td>26.3</td> <td>25.4</td> <td>23.9</td> <td>23.4</td> <td>24.1</td> </tr> <tr> <td>Skills avg pts</td> <td>33.1</td> <td>27.4</td> <td style="background-color: #ffc107;">25.4</td> <td>23.3</td> <td>24.6</td> <td>25</td> <td>23.2</td> <td>21.7</td> <td style="background-color: #ffc107;">22.7</td> <td style="background-color: #28a745;">28</td> </tr> </tbody> </table>										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
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Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.	<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 - 16-10-2025</p>																																																																																																																																			

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.