Annex 1. Pupil Development Grant School Statement

This statement sets out how Neyland Community School will use the Pupil Development Grant (PDG) in 2026–2027.

It outlines our priorities, planned expenditure and evaluation of impact in 2025–2026.

Where reporting small groups (five or fewer learners), suppress identifiable figures using *.

School Overview

Detail	Data
School name	Neyland Community School
Number of learners in school	300 – 282 FTE
Proportion (%) of PDG eligible learners	16.0%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Clare Hewitt
PDG Lead	Mrs Clare Hewitt
Governor Lead	Mr David Western

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£55,200 GNT0003
PDG Early Years Funding	£10,350 GNT0004
Total budget for this academic year	**£65,550**

Part A: Strategy Plan

Statement of intent

Please read in line with the School Improvement Plan;

- *To break the link between disadvantage and educational attainment for our learners from aged 3-11 years old.*
- Improved outcomes and narrowing the gap of eFSM and EY pupils.
- Improved attainment and narrowing the gap of eFSM and EY pupils.
- eFSM and EY pupils receive appropriate support and intervention to ensure they achieve their expected outcomes.
- Improved health and wellbeing for vulnerable learners to ensure that children to ensure that they develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

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
Increased equity for eFSM pupils through: increasing access to the curriculum and extra- curricular activities by reducing the financial impact. Purchase of school uniform to encourage well-being of under privileged children.	All children are provided with a school uniform so that they are recognised as part of the school to support their well-being. All children to have the opportunity to take part in extra-curricular activities and clubs, particularly visits away from the school and residential experiences.
Emotional and behavioural support for vulnerable pupils identified to be part of the Nurture provision. Boxhall profile to be used to identify pupils requiring additional support and to act as an assessment tool.	All children have access to support who are vulnerable and at risk of failure in mainstream class. This is timely and effective. This timely identification takes place through the Boxhall profile and is also used to evaluate impact of the targeted provision. Boxhall profiles indicate progress from starting points to end points of interventions. Staff are suitably trained to support this provision, for example, TIS, Nurture, Thrive,

	Lego and Play Therapy.
Providing opportunities to engage families in learning opportunities alongside their child(ren) and within the school. Work alongside Springboard who plan, deliver and engage with our families.	All pupils are able to work alongside their parents/carers. Targeted support for efsm pupils and their families encouraging positive and proactive engagement with the school. Supporting all our parents/carers to gain confidence and develop skills. This may result in further educational opportunities.
Individual training on Trauma Informed Schools practice with key staff to further furthering their knowledge and skills by completing the TIS diploma. Staff specific training also to be completed to deliver support for targeting families through workshops on emotional well-being of children and strategies to support anxiety.	The school policy on developing and supporting pupil wellbeing is consistent and applied with care and rigour giving FSM and vulnerable children care and stability. Staff specific training allows workshops to be delivered to targeted families to ensure that strategies are shared and developed ensuring the positive well-being of the children. Staff training ensures that TIS sessions are delivered to individuals with care and consideration to support them with trauma and emotional well-being. Staff are well supported and equipped when dealing with trauma and supporting children in their care through achieving regular supervision.
Providing eFSM and vulnerable pupils the opportunity to take part in paid after school clubs, for example, Parkour and trips and visits throughout the school year. This is particularly for providing financial support for families to ensure children can access yearly residential trips. Increased equity for eFSM pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial impact.	All pupils are able to join paid clubs, alongside their peers, learning new skills, being healthy and active. Developing independence and life skills during residential trips. In house trackers show equity and proportional representation across the school.

To ensure attendance is regularly reviewed and acted on in a timely manner. Meetings are held every two week with the Attendance Officer and SLT to ensure support is provided and procedures followed accurately.	Attendance is consistent and at least in line with the school target of 93%. This will be increased annually if achieved to ensure continued raised expectations for attendance. Attendance remains a focus and priority for the school. Persistent absentees is followed up quickly and actions put in place to support the family and attendance. Policy and procedures are rigorous and consistently followed. HT, Attendance Officer and EWO to work alongside the Cluster to ensure a consistent approach to attendance.
Additional EYFS teaching support for all pupils, in particular, vulnerable pupils starting school into the part time Nursery provision.	To ensure that pupil attendance for our vulnerable and FSM pupils is above 90%. To ensure support and provision is put in place early for pupils and families showing attendance below 90%. Transition is smooth and pupils are supported to access education successfully and the transition into full time is smooth and effective. To ensure there is high quality staff to support the very youngest learners during their start to school.

Improved outcomes and narrowing the gap of eFSM and EY pupils, with a focus on reading.	Raise attainment across all groups, especially boys, eFSM, and vulnerable pupils. Whole school: Reduce the percentage of pupils working below expected in reading by 15% across each year group by the end of the academic year. Whole school: Narrow the attainment gap between boys and girls in reading to less than 10% in both below and above expected categories. Whole school: Increase % of all learners working at above expected attainment.

Activity in this academic year

The following expenditure supports the priorities and intended outcomes identified above.

This is identified in the outcomes and success criteria above.

Learning and teaching

Budgeted cost: £51,850

Activity	Evidence that supports this approach
Staffing for Nurture, including a Play Therapist for targeted support. £28,192 £13,308	A growing identification of pupils requiring additional Nurture support and provision in our mainstream school to ensure pupils have access to education. Pupil PERMA results, needs identified through Boxhall and ALN needs across the school. A Play Therapist, one day a week, to support pupils with higher levels of trauma to regulate their emotions, access school and have a sense of belonging, care and love. This is in line with TIS research and supports the schools TIS Accreditation. To enhance pupil emotional wellbeing through therapeutic play, supporting our transition to a Trauma-Informed Relationships and Behaviour Policy. This initiative reflects our commitment to inclusive, emotionally safe education. **Trauma-Informed Schools UK**: • Emphasises relational consistency, emotional safety, and predictable routines in intervention design.
Staffing for EY provision £10,350	Pupils are arriving to school with greater SALT and emotional needs. Following a review of the Nursery and EY's provision, the environment and staffing has been reorganised to meet the needs of our youngest learners. **Education Endowment Foundation (EEF):** • Small Group Tuition (+4 months) • Oral Language Interventions (+6 months) • Metacognition & Self-Regulation (+7 months) EEF Toolkit

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: £9,000

Activity	Evidence that supports this approach
Springboard – weekly family sessions.	**Targeted family engagement aims to strengthen home–school relationships, confidence and access to learning. Participation and feedback will be reviewed alongside pupil outcomes.** • The **Education Endowment Foundation (EEF)** in the UK finds that "parental engagement" as an approach has a moderate impact on learning, with **+4 additional months** of progress on average, at relatively low cost. EEF • In "Working with Parents to Support Children's Learning," EEF also reports that effective parental engagement can lead to gains of around **+3 months** over the course of a year. EEF • A well-known UK review ("Review of best practice in parental engagement" commissioned by the DfE) concludes there's "robust evidence" linking parental engagement to better educational outcomes across ages. GOV.UK+1 • The Australian "Parent Engagement and Family-School Partnerships" review similarly links parent engagement to improvements in early literacy, motivation, attendance, self-regulation, and school readiness. Department of Education These findings support the argument that engaging families is not just a "nice add-on" but has measurable academic returns. **Social-emotional and engagement pathways** A recent study (2024) explored how **home-based family involvement** relates to **social-emotional development**, finding that its effect is **mediated** by **school engagement**: i.e. family involvement tends to boost a student's engagement in school, which in turn fosters social–emotional development. SpringerLink Broader reviews of family engagement in education note that strong family–school partnerships improve classroom climate, increase teacher expectations and relational dynamics, and support student motivation regardless of age. SAGE Journals+2ScienceDirect+2 Family engagement doesn't just push learning directly — it often works by reinforcing the student's and parents/carers connection, trust, and motivation in school contexts.
Monitoring and supporting attendance and work with the EWO.	A dedicated staff member to act as a link for families regarding attendance and to monitor attendance regularly. Ensure communication is maintained and work alongside the LA EWO for persistent absentees.

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

Budgeted cost: £4650 for three members of staff

Activity	Evidence that supports this approach
Trauma Informed Schools training	Developing an ethos to support all our children with consistent and well researched methods **(see above).**

Total budgeted cost: £65,550

Part B: Review of outcomes in the previous academic year

PDG outcomes
This section evaluates the impact of PDG-funded provision in 2025–2026 and informs our next steps.

Activity	Impact
Staffing for Nurture and Early Years SALT support	The school has a well-recognised Nurture Base which provides individual, small group and Outreach support. Over the week 60+ children can be seen for various levels of intervention. Boxhall profiles and parent/pupil questionnaires show this is having a positive impact on pupil progress and emotional health. Evidence can be found on the school One Drive page.
Attendance Officer	Attendance is checked daily and any concerns are followed up in a timely manner. This has resulted in less cases of persistent absenteeism and where this is the case, support from outside agencies and the EWO is swiftly engaged to offer family support. Partnership work is also in place with Cluster and Secondary feeder schools. Attendance for 2025-26 shows that whole school attendance is 91.39%, which is 1.61% below our whole school target. Efsm attendance across the school was 85.09%, with girls outperforming boys. This compares with non Efsm pupils being 93.12%. Actions for 2026-27 are to look in depth at the gap, over time, to ensure this is improving, pupils and families are supported to improve individual attendance where a concern is highlighted. The LA has also carried out an Attendance Review to support gap analysis and next steps.
Training for teaching staff and LSA's in TIS	All staff have TIS training at either diplomas, SLT or a one day level. This ensures consistency is in place and policy and procedures are followed. Positive learning walks, lesson observations, and relationships are identified and this has had a positive impact on pupil behaviour and well being. The school has become a TIS accredited school to showcase and celebrate best practice for vulnerable children and the wider community. Learning Walks and Lesson Observations highlight positive behaviour asross the school. This was evidence by SLT, Cluster, SIA and Governor reports.
Nurture Sundries	This area is well resourced and has equipment to deliver sand tray work, Lego and play therapy techniques.
Supporting families with uniform and trips/visits	. Uniform can be purchased at a discounted price or given to families for free

	therefore most children wear uniform in school. All pupils have the opportunity to take part in extracurricular clubs and visits regardless of income. This is not a barrier. Nearly all pupils wear school uniform.
Springboard Family Learning	Springboard sessions supported family engagement through practical literacy, numeracy, cooking and creative activities. Participation and feedback indicate stronger relationships and opportunities to develop skills; future evaluation will track impact more systematically.
Total Spend for 2025-2026 = £43,700	

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**
Trauma Informed Schools Training	Trauma Informed Schools UK Ltd
Springboard Family Learning	Springboard Pembrokeshire

Further information (optional)

N/A