



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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	Neyland Community Primary School
Number of pupils in school	288
Proportion (%) of PDG eligible pupils	19%
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr David Western (Chair of Governors)
PDG Lead	Mrs Clare Hewitt (Headteacher)
Governor Lead	Mr David Western (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£40,250
Early Years allocation	£12,650
Total budget for this academic year	£52,900

Part A: Strategy Plan

Statement of Intent

Please read in line with the School Development Plan;

- To break the link between disadvantage and educational attainment for our learners from aged 3-11 years old.*



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
<p>Emotional and behavioural support for vulnerable pupils identified to be part of the Nurture provision, set up in September 2021.</p> <p>Boxhall profile to be used to identify pupils requiring additional support and to act as an assessment tool.</p>	<p>To ensure that support is available for our vulnerable pupils at risk of failure in mainstream class. This is timely and effective.</p> <p>This timely identification takes place through the Boxhall profile and is also used to evaluate impact of the targeted provision.</p> <p>Staff are suitably trained to support this provision, for example, TIS, Nurture, Thrive.</p>
<p>To ensure attendance is regularly reviewed and acted on in a timely manner, for example, HT informed, letters sent out, EWO support.</p>	<p>Attendance is at least in line with WG target.</p> <p>Persistent absentees is followed up quickly and actions put in place to support the family and attendance.</p> <p>Policy and procedures are rigorously and consistently followed.</p>
<p>Individual training on Trauma Informed Schools practice with key staff to further furthering their knowledge and skills by completing the TIS diploma.</p> <p>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.</p> <p>Staff training to become qualified Supervisors to provide termly supervision for staff members who work with TIS techniques regularly.</p>	<p>The school policy on developing and supporting pupil wellbeing is consistent and applied with care and rigour giving FSM and vulnerable children stability.</p> <p>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.</p> <p>Staff training ensures that TIS sessions are delivered to individuals with care and consideration to support them with trauma and emotional well-being.</p> <p>Staff are well supported and equipped when dealing with trauma and supporting children in their care.</p>
<p>Purchase of school uniform to encourage well-being of under privileged children.</p> <p>Purchase of daily snacks to ensure all children have a healthy snack throughout the day.</p>	<p>Children are provided with a school uniform so that they are recognised as part of the school to support their well-being.</p> <p>All children are provided with a healthy snack to ensure they are not hungry or disadvantaged. This is open to all children so pupils are not seen as different.</p>
<p>Provision of outdoor learning and real-life experiences for pupils in the Nurture Base and those requiring additional nurture support across the school.</p> <p>Minibus Monday is in place where children visit outdoor spaces to support their wellbeing and attitudes to learning, in particular, to support regulation after the weekend.</p>	<p>Pupils are engaged and excited to return to school after the weekend.</p> <p>Trips/visits support well-being and positive behaviour.</p> <p>Trips/visits allow pupils to engage with the environment, apply their skills and take part in real life experiences.</p>



Providing eFSM and vulnerable pupils the opportunity to take part in paid after school clubs, for example, Rika, Parkour and the Year 6 Residential.	Pupils are able to join paid clubs, alongside their peers, learning new skills, being healthy and active.
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.	Pupils are able to work alongside their parents/carers. Targeted support for families and encouraging positive and proactive engagement with the school. Supporting parents/carers to gain confidence and develop skills. This may result in further education opportunities.
Additional EYFS teaching support for all pupils, in particular, vulnerable pupils starting school in to 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.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

This is identified in the outcomes and success criteria above.

Learning and Teaching

Budgeted cost: £35,757.15

Activity	Evidence that supports this approach
Staffing for Nurture	A growing identification of pupils requiring additional Nurture support and provision in our mainstream school to ensure pupils have access to education. This is within a Nurture Base facility along with Outreach support for pupils within mainstream classes.
Staffing for EY provision	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.



Community Schools

Budgeted cost: £3,000

Activity	Evidence that supports this approach
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: £17,177.37

Activity	Evidence that supports this approach
Trauma Informed Schools training	Developing an ethos to support all our children with consistent and well researched methods.
School Uniform	Ensure all our families have access to uniform and a sense of belonging.
Outdoor Learning Provision to develop pupil wellbeing and engagement	To develop emotional wellbeing (TIS Biophilia research and training) for our pupils, particularly on a Monday to start the school week on a positive note.
To allow all children to have access to school clubs, trips, visits etc	To ensure all pupils have an equitable opportunity to join in extracurricular clubs, visits and trips. This develops pupil skills, confidence, well-being and a sense of belonging.
Springboard – weekly family sessions.	To ensure that families have the opportunity to work positively with the school and alongside their child(ren). This develops relationships, skills and positive working with the school. It also ensures time is given for families to work together.

Total budgeted cost: £55,934.52



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 2020 to 2021 academic year.

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
Springboard Family Learning	Springboard Pembrokeshire
Trauma Informed Schools training	Trauma Informed Schools https://www.traumainformedschools.co.uk/
Mindfulness Practice	Do Be Mindful.

Further information (optional)

- From January 2023, we are looking to develop a drop-in session for families, each month, to support with areas of identified need, for example, Citizens Advice, second-hand toys, uniform, form filling, well-being practices etc.
- From October 2022, a Parent Council will be formed to identify how the school can support families to access information from school or additional support required, for example, curriculum access, hot school meal information, supporting children with key skills etc.
- A Home Learning Club is in place, for all pupils, and a focus on vulnerable children, weekly for children from Year 1-6.