



# Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023-2024 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 School
Number of learners in school	298
Proportion (%) of PDG eligible learners	15%
Date this statement was published	November 2023
Date on which it will be reviewed	April 2024
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	£43,700
<b>Total budget for this academic year</b>	<b>£43,700</b>

## 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.*

### 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>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>Emotional and behavioural support for vulnerable pupils identified to be part of the Nurture provision.</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, Lego and Play Therapy.</p>
<p>Providing opportunities to engage families in learning opportunities alongside their child(ren) and within the school.</p> <p>Work alongside Springboard who plan, deliver and engage with our families.</p>	<p>Pupils are able to work alongside their parents/carers.</p> <p>Targeted support for families and encouraging positive and proactive engagement with the school.</p> <p>Supporting parents/carers to gain confidence and develop skills. This may result in further</p>

	education opportunities.
<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 care and 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 through achieving regular supervision.</p>
<p>Providing eFSM and vulnerable pupils the opportunity to take part in paid after school clubs, for example, Rika, Parkour and trips and visits throughout the school year.</p>	<p>Pupils are able to join paid clubs, alongside their peers, learning new skills, being healthy and active.</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>Additional EYFS teaching support for all pupils, in particular, vulnerable pupils starting school into the part time Nursery provision.</p>	<p>To ensure that pupil attendance for our vulnerable and FSM pupils is above 90%.</p> <p>To ensure support and provision is put in place early for pupils and families showing attendance below 90%.</p> <p>Transition is smooth and pupils are supported to access education successfully and the transition into full time is smooth and effective.</p>

## 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: £24,500

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 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.	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.
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: £10,365

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.
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.

**Total budgeted cost: £43,865**



## 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 2022 to 2023 academic year.

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.
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.
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.
Nurture Sundries	This area is well resourced and has equipment to deliver sand tray work, Lego and play therapy techniques.
Supporting families with uniform, healthy snacks and trips/visits	All our children in Neyland School have the opportunity to have a free healthy snack throughout the school day. 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.
Transport for various 'mini-bus' Monday activities.	Nurture pupils and those also identified in mainstream classes were able to experience a number of trips, on a Monday, to successfully re-engage them back in to school after a weekend. This in turn, build positive relationships and impacts on behaviour.
Springboard Family Learning	This has been a very positive initiative that has allowed families to work together with professionals to create pieces of art work, cooking, numeracy and literacy skill based tasks. It has been widely attended and is a popular provision in our school. Impact has been positive in developing relationships along with skill development.
<b>Total Spend for 2022-2023 = £41,966</b>	

## 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)

- From January 2024, we are working alongside Springboard as match funding has been granted from the WG to deliver family learning opportunities and courses.
- Springboard have recently started adult learning courses within the school for the local community. The current course is looking at volunteering and becoming an LSA within a school. This is well attended.