Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2024 to 2025 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.

School Overview

Detail	Data
School name	Pembroke Dock Community School
Number of learners in school	549 FTE (Sept 24)
Proportion (%) of PDG eligible learners	23% (29% Sept 23)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
PDG Lead	Michele Thomas
Governor Lead	Phil Bowen

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£163,300
EYs funding allocation this financial year	£24,150
Total budget for this academic year	£187,450
In year increase	£12,353
New total budget for this academic year	£175,653.54

Part A: Strategy Plan

Statement of intent

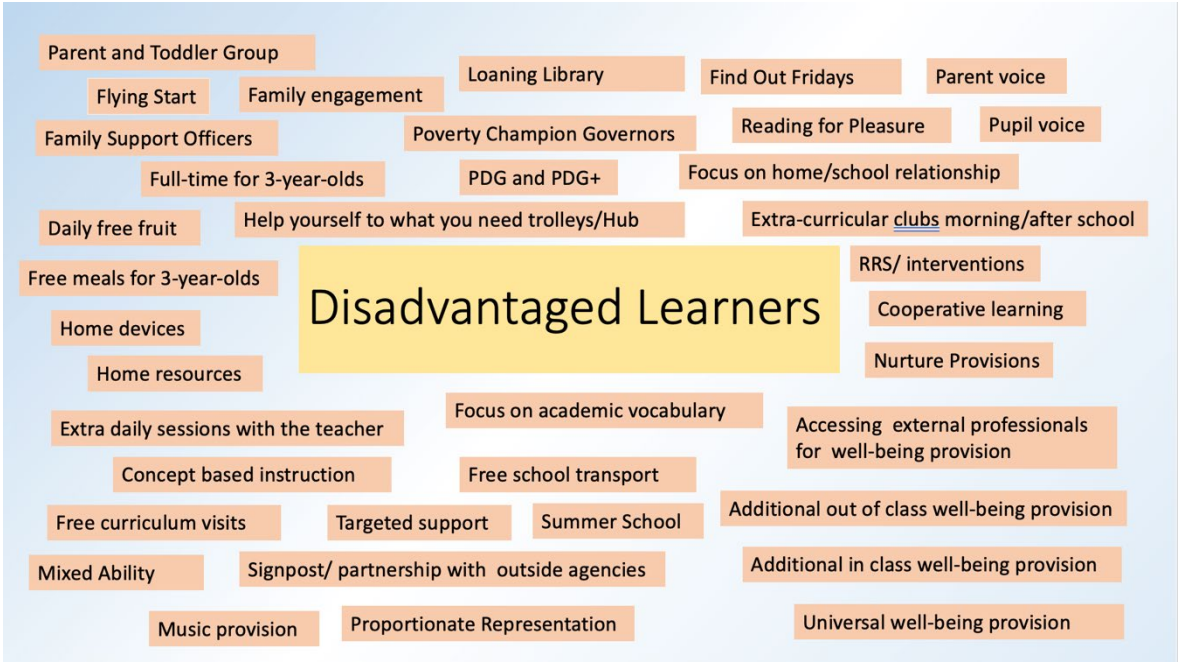
The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential.

At Pembroke Dock Community School we plan and provide support, provisions, implement strategies and interventions that focus on the attainment and achievements of these learners. We monitor the progress and evaluate the success and effectiveness of these strategies. The targets are integrated into the SDP and draws on best practice and are informed by research.

We look at each individual to see how best they can be supported to achieve to their full potential.

In addition, over the years the school has focused and concentrated on how we develop whole school strategies for Assessment for Learning, quality feedback, peer tutoring and metacognition and have these strategies well embedded across the school. Previous decisions on interventions and provisions have been made with long term gains in mind.

The infographic below shows a range of strategies and provision on offer to learners.



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
Every child a reader by the end of Year 2 (unless on the ALN register and not expected to achieve to read at their expected chronological reading age).	Long term target 90%, (unless on the ALN register and not expected to achieve their chronological reading age).
To poverty proof the school day, where families are not expected to find funds to meet any costs of their child attending school. To provide basics that are unable to be provided at home, to be made available for learners in school. (e.g Help yourself trolleys and Help Yourself Hub, Loaning Library,pay for visits and visitors)	Using the PDG to pay for any curriculum visits/ visitors for families entitled to free school meals (efsm), so parents are not asked to meet the costs of the school day and access to a rich curriculum. Provide items to ensure basic needs are met e.g. snack, items for warmth (socks/hats), deodorant, hair brush, hair ties. Provide resources for families to borrow – loaning library, e.g. story sacks, parent Numicon packs, toys and games. Second hand uniform and coat stall – all free.
Providing emotional support via a range of strategies e.g. Nurture provision, ELSA sessions, Art Therapy sessions,	Nurture provision to meet the social and emotional needs to learners. Offer a range of evidence based programmes.
Every child to have an accelerated start through attending Early Years full-time (proven early intervention to give value added progress). Early Years transition group to give specialist support if required.	Early Years learners to make increased value added progress. Transition group to provide support for learners who need a higher adult to child ratio and a developmentally appropriate setting.
Family support and engagement.	Provide support and advice to families e.g. making referrals/signposting to outside professionals, using the school washing machine, help to collect medication from hospital, support with anything that is needed e.g. housing,
Working and supporting parents to support their child's learning and emotional development. Supporting families to achieve themselves.	We offer a range of parental engagement activities. Some are universal, whilst others are working with specific families or groups of learners. Support is available for everyone.
Learners to be supported with additional support and relevant intervention in order to achieve to their full potential and to make value added progress.	The school provides a range of interventions and provisions to support learners.

Offer Summer School to learners to maintain standards and to continue to make progress through the summer holiday period.	The school provides a summer school in order for learners to maintain and continue to progress through the long summer break.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

£20,023 (part of costs) towards funding additional teaching time for three year olds £2,957 for meals and resources (EYs) £125,620 - Nurture provisions, support staff, ELSA sessions, funds a range of activities (refer to infographic) £11,303 – addressing the poverty agenda – so that parents do not pay for anything related to school activities (visits and visitors). £3,353 – Resources for learners/families £3,000 – Parental and family engagement activities £1,157 – Summer School (plus grant support from the Farmington Trust) £30,890 x2 Family Support Officers (part of costs) to support families and community engagement activities. £1,500 Dockleaf – supporting families to get qualifications in school

Learning and teaching

Activity	Evidence that supports this approach
• Fulltime provision for our three-year-olds. • Communication and language approaches • Early numeracy approaches • Play based learning • Social and emotional strategies • Parental engagement • Physical development approaches • Self regulation strategies	Early intervention and quality early years provision. Earlier starting age – very high impact (EEF) Very high impact (EEF) Very high impact (EEF) High impact (EEF) Moderate impact (EEF) Moderate impact (EEF) Moderate impact (EEF) High impact (EEF)

Nurture/transition support	Behaviour interventions – moderate impact (EEF) Social and emotional learning – moderate impact (EEF)
Classroom approaches across the school. • Collaborative learning approaches • Quality feedback • Homework • Mastery • Metacognition and self regulation • Oral language interventions (Voice 21) • Peer tutoring • Phonics (FP) • Reading comprehension strategies • Small group tuition	 High impact (EEF) Very high impact (EEF) High impact (EEF) High impact (EEF) Very high impact (EEF) Very high impact (EEF) High impact (EEF) High impact (EEF) Very high impact (EEF) Moderate impact (EEF)

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Activity	Evidence that supports this approach
Family Support	Community Schools (Welsh Government document)
Family engagement activities	Moderate impact (EEF)
Resources/ poverty proof the school day	Governing body decision to support families.

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

Activity	Evidence that supports this approach
Summer School	Moderate impact (EEF)

Poverty proofing the school day	Governing body decision to support families

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.

We continue to provide a number of specialist provisions which directly support the learners – EYs transition group, lower school nurture and upper school nurture provisions. We give specialist support for well-being e.g ELSA sessions and art therapy. Over 200 learners received additional emotional health support in 2023 – 2024.

The Family Support Officers continue to support a significant number of families across a range of areas.

We continue to provide basic resources for learners and cover the costs to ensure visits and visitors are covered, thus poverty proofing the school day.

We continue to give free school meals to EYs learners who attend the full day. In addition:

Summer School Analysis 2023

Following the success over previous years, we held our Summer School once again this year for 2 weeks in August. Like last year, we invited the children in for 4 sessions over a two week period. The lower school children attended on a Monday and a Wednesday, and the upper school attended on a Tuesday and a Thursday. We invited children who met any of the following criteria: ALN/basic skills intervention, speech and language support, FSM, those learners working below the expected level and any vulnerable children.

As in previous years, we have noted and observed many children's learning takes a dip during an extended period out of school. Our main aim for the two weeks of hosting summer school sessions was to ensure that our learners had access to basic support of reading, writing, numeracy, phonic knowledge alongside weekly check-ins with familiar staff and peers. As well as this, we recognise that our children love to spend time seeing their friends and spending time with them as many may have not had the opportunity to connect with friends since breaking up for the Summer.

We established a topic for the 2 weeks to help focus learning and activities. This year our topic was the Olympics as the Paris Olympics were taking place. Each session consisted of a check-in, individual reading, comprehension, phonics, numeracy, physical and creative play.

A highlight during Summer School was a visit from staff from Treginnis Farm. This is a working farm, that we as a school have made links with over previous years. Many of our year 5 pupils have visited the farm during the academic year, and following their session in Summer school felt inspired and

stated that they were looking forward to the year 6 farm residential. The pupils were given opportunities to take part in the following:

- Handle chickens, and learn about their temperament and their diet
- Grow their own produce and take part in a tomato tasting session
- Wild flower bouquet arrangements

On average, the following percentage of pupils attended 2 or more sessions they were invited to:

- Lower school (EY, Rec, Yr 1, Yr 2): 71%
- Upper School (Yr 3,4,5): 63%

The average attendance for the lower school pupils was 40 children on Monday and Wednesday.

The average attendance for the upper school was 22 children on Tuesday and Thursday.

During every session staff listened to every child read, and each child was sent home with age appropriate reading materials. We encouraged pupils and parents to engage with reading at home through out the 2 weeks. All children were rewarded with reading prizes each week as an incentive to read and return the books each week.

The following information illustrates the percentage of children on average that read at home and returned their books for at least 2 out of the 4 sessions.

- Lower School – 70%
- Upper School – 91%

In addition to reading at home, we had a big focus on listening to readers in school. Every child was listened to read during each session that they attended.

Overall, the 2 week Summer school was a huge success. Staff, children and parents all spoke very highly about the scheme. Here are some of the quotes from parents:

“It’s a great idea, the children have loved coming in to see their friends!”

“Can their sibling come along too as they have loved hearing what they have been doing?”

“They have been so excited to come back”

“Summer School has helped us out over the holidays.”

Efsm pupils not achieving at their age-related expectations. In reference to the children that were targeted to move from below age-related expectations to achieving at age related expectations. There is extensive analysis on the target groups on a separate document.

Going forward these figures are of the achievement gaps between children entitled to free school meals (efsm) and those that aren’t entitled (nfsm), that we are working towards reducing the gap this academic year.

2024 - 2025

Reception
On average 83.70% of efsm pupils are working at the expected level or above in Literacy compared to 77.99% of nfsm.
On average 86% of efsm are working at the expected level or above in Numeracy compared to 87% of nfsm.

Year 1
Literacy - 59% of efsm are working at the expected level in Literacy compared to 88% of nfsm.
Numeracy - 99% of efsm pupils are working at the expected level in numeracy compared to 96% of nfsm.

Year 2
Numeracy - On average 77.93% of nfsm pupils are working at the expected level in Numeracy compared to 69.23% of efsm.
Literacy - On average 85.02% of nfsm pupils are working at the expected level in Literacy compared to 65.06% of efsm.

Year 3
Numeracy - On average 87.61% of n-fsm are working at the expected level or above in Numeracy compared to 68.23 of efsm
Literacy - On average 92.90% of nfsm are working at the expected level or above in Literacy compared to 62.90% of efsm pupils

Year 4
Literacy - On average 84.3% of nfsm are working at the expected level in Literacy compared to 49.26% of efsm.
Numeracy - On average 79.93% of nfsm pupils are working at least at the expected level in Numeracy compared to 57.07% of efsm

Year 5
Numeracy -On average 63.04% of efsm pupils are working at the expected level in numeracy compared to 80.83% of nfsm.
Literacy - On average 64.54% of efsm pupils are working at the expected level in Literacy compared to 84.72% of nfsm.

Year 6
Literacy - On average, across all literacy strands, 55.9% of efsm learners are working at the age-related expectations or above in literacy compared to 72.6% of nfsm learners.
Numeracy - On average, across all numeracy strands, 61% of efsm learners are working at the age-related expectations or above in Numeracy compared to 81.4% of nfsm learners.