

Pupil Development Grant School Statement

Ysgol Harri Tudur/Henry Tudor School

This statement details our school's use of the PDG for the 2023/24 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.

Overview

Detail	Data
School name	Ysgol Harri Tudur/Henry Tudor School
Number of learners in school	1254
Proportion (%) of PDG eligible learners	27%
Date this statement was published	Sep 23
Date on which it will be reviewed	Apr 24
Statement authorised by	Fiona Kite
PDG Lead	Jon Jones (from September 2023)
Governor Lead	Sally Elliott/Daphne Bush

Funding Overview

Detail	Amount
PDG funding allocation this academic year	
KS3	£152720
KS4	£149730
Total budget for this academic year	£302450

Part A: Strategy Plan

Statement of intent

The purpose of targeted and planned PDG interventions and strategies are to directly reduce the attainment gap between FSM and non-FSM pupils. All interventions and activities aim to; improve literacy and numeracy; increase school attendance; as well as improving the engagement with schools by families and communities. The plan builds from last year and continues to seek to foster the value of learning across the school by working with pupils, families, schools and community, in a bid to improve aspiration and learning whilst working towards tackling poverty and provision gaps. This can only be achieved through a cohesive and coordinated PDG plan that is embedded and links with the school's development plan and Post Inspection Action Plan. This will be achieved through the delivery of clear interventions that are managed and resourced with robust monitoring and evaluation systems.

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
Reduce the attainment gap between RADY/non RADY learners	Reduced attainment gap from 2022 figures
Sufficient Emotional and Behavioural support to improve attainment and attendance for RADY learners	Learners feedback – Pupil Voice Behavioural reports/Class Charts
Developing resilience and independence post Year 11/13	Sixth form/ College applications NEET figures
Providing appropriate cultural and extracurricular experiences/opportunities to broaden awareness and horizons	Art in School Sensations pilot Trips to raise ambition and widen life experiences Inclusion within Faculty development plans Post 18 projections/ university placements

Activity in this academic year

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

Learning Coaches

Broad range of trips/experiences
 AiS pilot
 School Fete
 Easter revision
 Engagement with local stakeholders on new initiatives
 New Careers Advisor direction and approaches
 Improve university links across all Year groups to benefit eFSM learners
 The Brilliant Club (Oxford)
 Strong behavioural support team and vocational provision
 Wide range of vocational options for GCSE and A Level
 Modular approach to exams, especially with core subjects
 BTEC options at A Level

Learning and teaching

Budgeted cost: £ 50% of allocation

Activity	Evidence that supports this approach
Catch up work with defined learner groups	Marked increase in take up of support from targeted learners
Controlled assessment support and extra provision	All controlled assessments completed on time and to a reasonable standard
One 2 One small group provision support	Effective timetable of small group support implemented and sustained this academic year
Holiday revision sessions - teaching staff	Varied program of additional support and revision sessions run over each holiday period
Part funding of trips	PDG used to supplement costs and for those with insufficient funds
Additional after school progress/attendance sessions	Homework club established on a weekly basis to provide focused and settled revision space after school hours

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: £ 50% of allocation

Activity	Evidence that supports this approach
Dedicated Families Engagement Officer	PCC funded
Emotional Support Officer (s)	Partially funded

Engagement with external stakeholders	Re-commencement of all support events/ evening/ coffee mornings post Covid restrictions- successful attendance records
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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
The Uplift Programme planned out by RADY.	Focus and driven attainment support from the outset with ambitious goals and targets.
New Learning Coach Support Hub.	Wider repertoire of support groups and opportunities for those learners most in need.
Learner mentoring programmes.	Sixth Form mentoring program used to support and guide Year 7 learners.
Support Journey framework.	Strategic intervention and support for every year group from years 7 to 13.
Success Clinics at Key milestones.	Focused exam preparation support- help with making foundational decisions.

Externally provided programmes

Programme	Provider
Woodlands Outdoor vocational provision	Silbers (to continue from Sep 23)
Military Preparation vocational and outdoor education provision	Learning Curve Group (renamed from Motivational Preparation College for Training), to continue from Sep 23
Vocational provision	Really Pro (ends Jul 23)