



Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2023 to 2024 academic year.

It outlines our strategy and how we intend to spend the funding.

School overview

School name	King Henry VIII 3-19 School
Number of pupils in school	1336
Proportion (%) of PDG pupils	29%
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andrew Cottam
PDG lead	Jonathan Watson
Governor lead	Andrew Cottam

Funding Overview

PDG funding allocation	£341,550
EYPDG funding allocation	£49,450
Total budget for this academic year	£391,000

Statement of Intent

Our vision is to provide excellent educational provision for all pupils. We believe that every child should have access to a great education, regardless of background, so that they have real choices in life. We believe that every lesson counts, every pupil matters, and that every pupil should feel valued as an individual.

We do not believe that some pupils are bright and that others are not. We believe that anyone can learn anything, and the growth mindset underpins everything we do. We believe that what we become and what we achieve comes from great teaching, hard work, and fantastic support. We believe in the limitless capacity for everyone to achieve great things.

We believe in the potential of all, including all disadvantaged and vulnerable learners. Starting points are irrelevant to what you can learn, they are starting points to be built upon. Disadvantaged learners tend to have lower starting points, but this is not a measure of their intelligence and most definitely not a reason why they cannot achieve in line with their peers. The most important actions a school can take is to support pupils who are historically lower attainers to reach a level where they can progress to the next stage of their education, career and life. We aim for everyone to achieve this so that all can have a rich, rewarding, and fulfilling life.

Our mission and moral imperative is for the academic and wellbeing outcomes achieved by disadvantaged learners to match their more advantaged peers. In this sense, we will achieve our vision to change lives.



Pupil Development Grant Strategy Statement

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	Measurement
Outcomes of disadvantaged pupils to match non-disadvantaged pupils.	% of pupils 'on track' at reporting cycle points
All staff aware of vulnerable learners and confident in strategies to support them.	Three lesson observation cycles during academic year
All disadvantaged learners to take a full part in trips, clubs, and school activities, and report a sense of belonging to the school	Pupil surveys throughout academic year Pupil representative group meetings with AHT (vulnerable learners) Full engagement of disadvantaged learners in the House system.
Disadvantaged learners to display high quality behaviour for learning	Merits and rewards for disadvantaged learners to match peers Behaviour points for disadvantaged learners to be no higher than peers
Attainment and progress in reading and phonics for disadvantaged learners to match non-disadvantaged learners	% of pupils 'on track' at reporting cycle points
Disadvantaged and vulnerable learners value reading for pleasure and regularly read for pleasure	Pupil and parent surveys throughout academic year Pupil representative group meetings with AHT (vulnerable learners)
Attendance for disadvantaged learners to match peers	Weekly analysis of attendance for each year group
Disadvantaged learners experience high quality teaching and learning which is focussed on next steps and eradicating misconceptions	Three lesson observation cycles during academic year
Disadvantaged learners follow a high-quality curriculum	Evaluation of sequential and systematic through-school curriculum at three school review points

Activity this academic year

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

Activity	Evidence that supports this approach	Budgeted cost
Implement tracking system for vulnerable learners to ensure staff are aware of all teaching and wellbeing strategies in lessons and pupils are aware of how to fully access learning	Metacognition (High impact)	£4,885



Pupil Development Grant Strategy Statement

Wellbeing, Behaviour and Learning Support Officers to run wellbeing interventions for vulnerable learners (Secondary Phase)	Social and emotional learning (Moderate impact)	£67,109
Phonics training for staff	Phonics (High impact)	£1,451
Audit and purchase required phonics resources	Phonics (High impact)	£2,000
Implement pastoral support programmes for vulnerable pupils	Behaviour interventions (Moderate impact)	£18,144
Attendance Officer and Family Engagement Officer support to raise attendance for targeted pupils	Social and emotional learning (Moderate impact)	£48,517
Emotional and Wellbeing HLTA to provide nurture intervention for targeted vulnerable pupils and WBLSO to provide targeted pastoral support	Social and emotional learning (Moderate impact)	£28,205
Cross phase HLTA to support vulnerable pupils in primary/secondary transition	Social and emotional learning (Moderate impact)	£18,214
Relocation Room Manager to support vulnerable pupils in fostering routines to ensure high quality behaviour for learning	Behaviour interventions (Moderate impact)	£19,019
Provide Forest School therapeutic interventions for vulnerable learners	Social and emotional learning (Moderate impact)	£16,149
ELSA programme for targeted vulnerable learners (emotional literacy)	Social and emotional learning (Moderate impact)	£40,173
Bespoke TA support for EAL learners	Teaching Assistant interventions (Moderate impact)	£15,715
Funding to ensure eFSM learners play a full role in school trips and events		£10,000
Uniform funding for disadvantaged families		£8,000
New Computing suite to ensure disadvantaged learners have access to technology to develop digital competency skills		£9,380
Early Years classroom TA support for identified disadvantaged and vulnerable learners	Teaching Assistant interventions (Moderate impact)	£31,301
Classroom TA support for vulnerable learners	Teaching Assistant interventions (Moderate impact)	£46,952
Funding for music tuition for targeted disadvantaged learners		£5,786