

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2026 to 2027 financial year.

It outlines our strategy, how we intend to spend the funding and the effect that last year's spending had within our school.

School Overview

Detail	
School name	King Henry VIII 3-19 School
Number of pupils in school	1140
Proportion (%) of PDG eligible learners	18.3%
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Andrew Cottam
PDG Lead	Jonathan Watson

Funding Overview

Detail	Amount
PDG funding allocation 2026/2027	£324,813
Total budget	£324,813

Part A: Strategy Plan

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.

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)	Measurement
Outcomes of disadvantaged pupils to match disadvantaged pupils	% of pupils 'on track' at termly Review Points.
All disadvantaged pupils experience high quality teaching which is focussed on next steps and eradicating misconceptions.	Termly lesson observations for all staff
All disadvantaged pupils to take a full part in trips/clubs/house events/opportunities and report a high sense of belonging to the school	Termly pupil surveys Pupil feedback at half-termly Pupil Leadership Group meetings.
All disadvantaged pupils to fully embrace our school values and display high quality behaviour for learning – disruption free lessons, class and school routines to create calm environment	Termly lesson observations Termly pupil, staff, and parent surveys Pupil feedback at termly Pupil Leadership Group meetings. Link Governor visits. School Improvement Partner monitoring.
Attendance for disadvantaged pupils to match peers	Weekly attendance tracking.

Activity in this financial year

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

Learning and teaching

Budgeted cost: £50,658

Activity	Evidence that supports this approach
Nurture classes - with Teacher and HLTA (£50,658)	Feedback (High impact) Social and emotional learning (Moderate impact)

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: £5,672

Activity	Evidence that supports this approach
Higher Level Teaching Assistant - transition with Primary schools (£5,672)	Social and emotional learning (Moderate impact)

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

Budgeted cost: £270,745

Activity	Evidence that supports this approach
Wellbeing, Behaviour, Learning, Support Officers (£122,036)	Social and emotional learning (Moderate impact)
Forest School (£10,238)	Social and emotional learning (Moderate impact)
ELSA provision (£35,294)	Social and emotional learning (Moderate impact)
Additional lunchtime and sport clubs provision (£15,474)	Social and emotional learning (Moderate impact)
Pearson Sweet qualifications (£22,432)	Additional qualifications and curriculum to raise attainment, engagement, and self-esteem
Skill Start Construction qualifications and teaching (£18,859)	Additional qualifications and curriculum to raise attainment, engagement, and self-esteem
Smooth Start (£2,350)	Feedback (High impact)
Family Liaison Officer – attendance mentoring (£44,062)	Social and emotional learning (Moderate impact)

Total budgeted cost: £327,075

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 2025 to 2026 financial year.

Activity	Impact
Nurture class with Teacher and HLTA	11 pupils were members of the Nurture class. All 11 pupils made at least expected progress in developing their personal nurture targets. Nine of these pupils have now transitioned back into mainstream classes. All pupils made at least expected progress in their Maths skills, six of which made significant progress in catching up to age related expectations. Nine pupils made at least expected progress in their Literacy skills. All pupils experienced high-quality teaching which responded to their precise next steps. All pupils took a full part in school events including performances, concerts, assemblies, sports days, discos and trips.
Transition programme with primary schools – cross phase intervention to support disadvantaged pupils with transition	185 pupils supported in Year 6 (129 school visits made). 78 pupils enrolled in Moving On, Moving Up Transition programme. 100% pupils reported positive impacts, reduced anxiety, and increased confidence as a result of programme. 55 pupils took part in enhanced transition, 10 pupils had further bespoke transition support once they had joined Year 7.
Uniform support for identified pupils	Uniform support was provided for 121 disadvantaged pupils. All families that needed support were provided with this.
Wellbeing interventions for vulnerable learners by Wellbeing, Behaviour, Learning, Support Officers	53 pupils received mentoring (12 pupils had further bespoke mentoring). Nearly all achieved improved exit scores. 100% of pupils reported intervention was beneficial and helpful. Improved attendance and engagement in lessons for all targeted pupils.
ELSA provision	37 disadvantaged pupils supported. 92% of pupils achieved the exit criteria. All pupils are on course to achieve the exit criteria by the end of the programme (by end of academic year). 100% reported positive impact on wellbeing and mental health.
Smooth Start	Identified pupils took part in the Smooth Start programme. They met their personal SEMH targets which has increased their inclusion in school.
Support for trips	20 pupils were supported so they could access trips and events to support their social and emotional learning. This removed the financial barrier to engagement.
Family Engagement Officer – attendance mentoring	The Family Engagement officer provided targeted support for 43 pupils and families to improve attendance and engagement, and strengthen home/school relationships. Secondary phase FSM attendance increased by 1.34%. The number of FSM pupils in the 90% or below category reduced by 21. The number of pupils in the 80% or below, reduced by 15.