

## Pupil Premium 2018/2019

Summary information					
School	Dorin Park School		Type of SEN:	Complex (inc. medical needs)	
Academic Year	2018/19	Total budget	£74,645	Date of most recent review	NA
Total number of pupils eligible - 63	(Jan 2018 census - 123); Sept 2018 - 130		Date for next internal review of this strategy	Termly – by spend rqst lead	
<a href="#">Gov.UK - Funding for 2018 to 2019</a> R to Yr 6 - £1,320      Yr7 to 11 - £935      Post-Looked After Children (adopted from care) pupils - £2,300      Service/Ever 6 service - £300					

### 1. Barriers to future attainment (for pupils eligible for PP)

The barriers to attainment can be complex, varied, and often specific to the individual pupil and their additional needs/abilities. For this reason, we explore barriers for individual pupils as well as groups of pupils. We aim to use the funding stream to support pupils to access learning opportunities in such a way that allows them to achieve to the best of their abilities.

- Subject leaders identify any pupils who may be at risk of underachieving, or challenging a particular Gift or Talent.
- Pastoral leaders/key stage leaders identify barriers to learning for pupil/s in aspects other than those that are subject-related.

As well as the consideration of barriers and how to overcome them, staff also consider those entitled to PP who have additional skills/abilities (Gifted and Talented) that place their skills beyond those of their peers, and how they will address further development of these gifts/talents.

We aim to use the funding stream to support pupils to access learning opportunities in such a way that allows them to achieve to the best of their abilities.

#### In-school/external barriers

<b>A.</b>	Some pupils require time in addition to the allocated timetable slots to increase/further develop skills. To overcome this, we personalise the timetable for pupils, and provide them with access to additional time. This may be in the form of interventions providing by allocating funding to buying in additional staff with specific skill sets.
<b>B.</b>	Some pupils have additional emotional health and wellbeing needs that are not traditionally catered for within the daily timetable. To overcome such barriers, we employ an Emotional Health and Wellbeing (EHWB) Mentor and Family Liaison Officer (FLO). The Mentor supports pupils within a structured programme of therapy to develop specific strategies in relation to their needs, sometimes as a short-term programme and sometimes in collaboration with other internal/external professionals. The FLO supports the parents/carers and family to enable them to support their child.
<b>C.</b>	Some pupils have additional social/emotional/behavioural/anxiety related difficulties that may be related to their defined needs, or in addition to those needs. These can be a short or long term issue for individuals. To overcome such barriers, in addition to the support already mentioned, we personalise timetables and set up a variety of workspaces to suit specific needs (e.g. EHWB room and withdrawal spaces in appropriate classrooms). This personalisation allows pupils to work in quiet spaces/smaller groups with additional staff support. This has been particularly helpful with those pupils who have ASD or traits similar to those found in pupils with ASD. These pupils may also have access to the EHWB Mentor.
<b>D.</b>	Some pupils have additional needs that can be supported by access to differentiated resources/specialist resources (e.g. AAC). Subject leaders, pastoral staff or other professionals will source/advise on such resources and seek to make use of them to overcome barriers to learning.
<b>E.</b>	Some pupils require access to professionals with specific skills or to specialist equipment. To overcome this, we utilise funding to employ professionals for time-related activities specific to the required skill we need to access, and purchase equipment that allows pupils using the equipment to improve their access to the learning environment.

## 2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils have access to professionals with counselling/therapist skills to support their positive emotional health and wellbeing during times of crisis/stress or difficulties.</p> <p>These pupils will be professionally/appropriately supported to develop strategies to manage these times of stress and the associated behaviours.</p>	<p>Identified pupils will have access to the appropriate level of support for their positive emotional health and wellbeing.</p> <p>This will enable them to access support when they need it in times of crisis/stress, ensuring they can continue to positively access their education.</p> <p>The offer will be part of a multi professional/multi agency approach where appropriate.</p>
<b>B.</b>	<p>Pupils who are defined as G&amp;T in relation to their peers have access to professionals/additional resources to enhance and develop their subject-specific skills.</p>	<p>Identified pupils will access timed programmes of additional subject-specific support to promote skills and raise attainment in areas where they are defined as being G&amp;T</p>
<b>C.</b>	<p>Pupils who are defined as having below expected attainment will have access to additional subject-related intervention time/additional resources and support to raise attainment in the identified subject.</p>	<p>Identified pupils will access a timed programme of additional subject-specific support to raise attainment in areas where they have been identified as performing below expectations.</p> <p><i>(Literacy/Numeracy/SALT programmes)</i></p>
<b>D.</b>	<p>Families who require support will access positive family support/skills development (such as low attendance, LAC/TAF/S17/S47 issues, parenting capacity, health related issues, ASD support, sleep support, etc.).</p>	<p>Identified families will have bespoke support from our Family Liaison Officer, who can assist them with multiagency support meetings (LAC/CIC/TAF/S17/S47), and other identified support issues, form filling/support, etc. in the home or at school, with a multi professional approach where appropriate.</p>

## 1. Planned expenditure, academic year 2018/19

The three areas (i, ii, iii) enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved access to any identified subject <b>specialist resources/equipment for pupils</b> leading to improved attainment.	Purchase <b>resources</b> to support the group/individual in accessing the subject in line with that of their peers	Specialist resources have proven beneficial, in the past, in easing access to skills development in some subjects.	Funding requests for identified resources will be required to be submitted to the SENCO with supporting evidence regarding intended impact. Impact will be reviewed and monitored half termly	Identified subject lead, key stage lead or pastoral lead.	Identified lead – submitting data/termly summary report to data lead and/or subject lead, evidencing impact. QAs, observations, learning walks and book scrutiny can all be used to examine appropriate evidence.
<b>Staff CPD</b> - to improve/further develop staff skills in relation to overcoming barriers to learning leading to improved attainment.	Staff have access to <b>CPD opportunities</b> on/offsite – e.g. attendance on courses, coaching, mentoring, collaborative working, work shadowing etc.	Improved staff skills or further development of specific skills have in the past proved to be an effective way of ensuring staff are appropriately skilled/qualified to support the range of complex SEND within the school.	Staff request funding/time to attend such sessions. They identify the specific issues they are targeting and the impact they expect it to have. They disseminate information to develop others' skills and ensure they can evidence impact on attainment or improved practice.	CPD lead	Identified lead – following completion of the course will report back to CPD lead and will ensure evidence is gathered as required. QAs, observations, learning walks and book scrutiny can all be used to examine appropriate evidence.

i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Raise attainment/skills for those individual pupils identified as performing below expectations</b> according to their learning ladders/flightpath data.</p>	<ul style="list-style-type: none"> <li>• <b>Intervention</b> programmes for identified pupils</li> <li>• <b>Access to specific skills-related learning sessions or resources.</b> (e.g. EHWB room, ASD programmes, TEACCH interventions, communication systems, specific SEND resources)</li> </ul>	<p>Previous interventions have proved to be successful in providing additional focused time for study on specific barriers to learning.</p>	<p>Using the data from the termly assessment, the subject lead will identify those at risk of, or currently performing below expectations. They will agree a timed programme of intervention with the relevant key stage lead/SENCO. The subject lead will retain responsibility for reviewing the relevance of the intervention/access to intervention systems.</p>	<p>English lead Maths lead</p>	<p>Half termly. Submitting assessments to Maths and English leads who will review the recorded impact/progress/data and ensure the relevance of the timed programme.</p>
<p><b>Raise attainment/skills for those individual pupils identified as having a gift/talent</b> in relation to their peers in any given subject enabling them to access appropriate accreditation now or in the future.</p>	<p>Additional access to <b>subject-specific tutoring</b> from subject specialists.</p>	<p>Previous interventions/additional support have proved to be successful in enabling pupils to have the confidence/skills to enter appropriate accreditation or improve skills for future study programmes.</p>	<p>Using the data from the termly assessment, the identified subject lead will identify those pupils currently performing above expectations. They will agree a timed programme of intervention with the relevant key stage lead/SENCO. The subject lead will retain responsibility for reviewing the relevance of the intervention.</p>	<p>Identified subject lead requesting intervention</p>	<p>Termly, or at the end of the planned programme, whichever comes first. The subject 'tutor' will submit assessments to subject leads who will review the recorded impact/progress/data and ensure the relevance of the timed programme.</p>

**i. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Access to EHWB mentor/EHWB programmes</b> to correctly support emotional health and wellbeing, enabling pupils to work on developing personal skills.</p>	<p><b>Maintain the EHWB Mentor role and ELSA role</b> to support identified pupils to develop positive health and wellbeing. (80% PP/20% school) <b>Ensure EHW mentor/relevant staff access CPD opportunities</b> to support EHWB</p>	<p>Previous work has proved to be successful in implementing programmes of support for pupils and allowing them to better manage their own emotional health and well-being.</p>	<p>The EHW mentor will baseline from the starting point by using the information gathered from professionals/parents and pupils. A tailored programme of support will be put in place to allow the pupil to engage in work targeting the identified issue.</p>	<p>EHW mentor</p>	<p>Termly summary for all work and end of programme summary for individual programmes. The EHW mentor will collect evidence/summary information from staff/parents/pupils in relation to progress made.</p>
<p><b>Access to Family Liaison Officer</b> to correctly support families and the complex issues raised within them.</p>	<p><b>Utilise the Family Liaison Officer to offer</b> support to families who may need additional support, at different times of the child/ren's school journey (e.g. in times of crisis or transition). (80% PP/20% school)</p>	<p>Previous work has proved to be successful in supporting our families during times where additional help/advice/support assists them in managing the situation and enabling them to better support their child/ren.</p>	<p>The Family Liaison Officer will use the information gathered from professionals/parents and pupils. A tailored programme of support will be put in place to allow the family to engage in work supporting the identified issue.</p>	<p>MN</p>	<p>Termly summary for all work and end of programme summary for individual programmes where appropriate. The Family Liaison Officer will collect agreed evidence/summary information from staff/parents/pupils in relation to progress made. (E.g. TAF reports/CIN reports).</p>
<p><b>Access to residential visits or offsite school visits</b> to develop social confidence and experience opportunities beyond the classroom.</p>	<p><b>Part fund/fully fund</b> visits beyond the classroom, where the cost may be prohibitive.</p>	<p>Pupils demonstrate an improvement in social skills and confidence and experience the world beyond the classroom. The year 7 pupils who have attended a residential, form a bond with staff/others in their year group that supports them for the year.</p>	<p>The Family Liaison Officer and other key staff will identify the pupils/families requiring this support.</p>	<p>MN/JM</p>	<p>Termly/as required at the end of a programme.</p>

## 2. Review of expenditure, academic year 2018/19

### A. Quality of teaching for all

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved access to any identified subject <b>specialist resources/ equipment for pupils</b> leading to improved attainment.	Purchase <b>resources</b> to support the group/individual in accessing the subject in line with that of their peers.	<p><b>Resources for Primary Science</b> Equipment has allowed for more practical science investigations to take place. <b>Impact eg</b> - This has increased engagement in science lessons and developed the pupils' curiosity. Pupils have had opportunities for practising hands on experiments and investigations which has developed their skills in working scientifically.</p> <p><b>Individual Pupil Resources</b> <b>Ear defenders</b> were purchased for those pupils who require them due to their sensory needs, allowing them to tolerate noisier environments. (eg end of/start of activities) <b>Sensory 'toys'/sensory circuit equipment</b> has been purchased for individual pupils to reduce anxieties at specific times (eg around transition times), allowing pupils to focus on the toy rather than the situation that is making them anxious. <b>Impact eg</b> - One pupil has significantly reduced their need to self-harm. One pupil can now transition from one activity to another with increased tolerance levels. Several pupils can engage in learning without the worry of lesson noise being created around them.</p>	<p>Specialised resources whether for individuals or groups of children are always successful. Individuals/groups can demonstrate the impact of the resource on their learning/access to learning or on their well-being enabling them to be a good place to learn.</p> <p>We will continue to do this next year. Key stage leads will converse with pastoral staff to plan for key areas of spend.</p>	£383.50
Staff CPD - to improve/ further develop staff skills in relation to overcoming barriers to learning leading to improved attainment.	Staff have access to <b>CPD opportunities</b> on/offsite – e.g. attendance on courses, coaching, mentoring, collaborative working, work shadowing etc.	<p><b>Makaton/BSL Training for a cohort of staff</b> A wide cohort of staff are now BSL level one/Makaton level 1 to 3 trained. (Office/class based/leadership/other) <b>Impact eg</b> – pupils now have easy access to a variety of staff able to communicate in a variety of ways, in different departments beyond the classroom.</p> <p><b>SALT – Developing and Using Communication</b> <b>Impact eg</b> – Staff have increased their communication skills enabling them to work with a variety of SEND pupils.</p> <p><b>Lego Therapy</b> <b>Impact eg</b> – Staff are qualified to run Lego Therapy sessions for individuals or groups.</p> <p><b>IABA £358</b> <b>Impact eg</b> – Staff are qualified to run IABA sessions for individuals or groups of staff</p> <p><b>SalT staff –CPD (with supporting resources) to support communication development in the learning environment.</b> <b>Impact eg</b> – SalT staff are now more able to utilise their skills in the learning environment</p>	We will continue to fund specific CPD, identified as improving/enhancing the learning or communication or well-being experience/offer across school. Offering a holistic approach to supporting a placement here impacts in many areas within and beyond the classroom.	£1981.20

B.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raise attainment/ skills for those individual pupils identified as performing below expectations according to their learning ladders/flightpath data.</p>	<ul style="list-style-type: none"> <li>• <b>Intervention</b> programmes for identified pupils</li> <li>• <b>Access to specific skills-related learning sessions or resources.</b> (e.g. EHWB room, ASD programmes, TEACCH interventions, communication systems, specific SEND resources)</li> </ul>	<p><b>Various sensory resources for ongoing projects/sessions with EHWB lead.</b>  <b>Impact eg –</b>  <b>Lego Resources – used for Lego Therapy</b>  <b>Impact eg –</b> social and communication skills have improved for those pupils with ASD who find interaction a challenge.</p> <p><b>Visual support resources for VI pupils</b>  <b>Impact eg –</b> Pupils registered with VI now have specific IT equipment to support access to IT lessons, improving access to technology.</p> <p><b>Sensory/hand on resources for new Fir class</b>  <b>Impact eg –</b> The turn taking games have helped to engage pupils in turn taking and sharing activities, which has then impacted on their social and communication skills. We have then created choose boards and chat mats to match these games to increase certain pupils' initiation skills and communication when playing alongside friends.  The chill and relaxing items including bean bags are used in a clam area, where pupils can go if they need calm time, cognitive breaks or engage in peer massage and wellbeing activities. This has worked well for a pupil who is then able to get out their chair a lot more during the week, and therefore reduced negative behaviours.</p> <p><b>English Interventions – Various Reading Resources</b>  <b>Impact eg –</b> The pupils have thoroughly enjoyed the Harry Potter and How to Train Your Dragon book sets. They have created an interest in reading for those who were previously reluctant readers, and have been a great age appropriate addition to our library.</p> <p><b>Maths Resources BSKB subscription</b>  <b>Impact eg –</b> extremely useful for analysing the functional skills of pupils and their ability to apply maths to real life scenarios. It has highlighted the topics which pupils needed to further support with and allowed them to have individualised learning objectives</p> <p><b>Doodlemaths Subscription</b>  <b>Impact eg –</b> Pupils have engaged in the building Avatars and challenge/reward section. This has motivated them to interact with maths they may not enjoy when putting pen to paper. Pupils enjoy the access to Doodlemaths both in school and at home, enabling them to</p>	<p>Key stage leads will converse with pastoral staff in their departments to strategically plan for key areas of spend.</p> <p>Subscriptions to BSKB and Doodlemaths will continue.</p>	<p>£1893.66</p>

C.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Raise attainment/skills for those individual pupils identified as having a gift/talent</b> in relation to their peers in any given subject enabling them to access appropriate accreditation now or in the future.</p>	<p>Additional access to <b>subject-specific tutoring</b> from subject specialists.</p>	<p>Peripatetic Music sessions were funded for identified pupil/groups, enabling them to undertake work in addition to their music lessons – Key board/drums/guitar for Gifted and Talented Pupils</p> <p><b>5 individuals attended 1:1 sessions.</b></p> <p>1 is now able to play a range of complex chords and will undertake the NOCN/NCFE qualification in year 10.</p> <p>1 is now able to play drums in a variety of genre, and on a range of drums and other percussion and will undertake the NOCN/NCFE qualification in year 10.</p> <p>1 is able to play as an ensemble, for different genres and styles using syncopation and fills.</p> <p>2 have learnt a range of rhythms of different styles of music notation.</p> <p><b>One class group completed a series of specialist drumming sessions</b> to complete a music award.</p> <p>All students gained their NOCN music ensemble qualification.</p>	<p>Individual pupils demonstrate progress with specific skills enabling them to make significant progress towards appropriate accreditation.</p> <p>It is also noted that they develop increased confidence and improve their self-esteem, enabling them to perform in concerts/other public events.</p> <p>We will continue with this funding for those whose musical interests/skills benefit from it, including those who have already had sessions, enabling them to go onto the next levels.</p>	<p>£3774.00</p>

### D. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Access to EHWB mentor/EHWB programmes</b> to correctly support emotional health and wellbeing, enabling pupils to work on developing personal skills.</p>	<p><b>Maintain the EHWB mentor role and ELSA role</b> to support identified pupils to develop positive health and well-being. (80%/20% PP/School)  <b>Ensure EHW mentor/relevant staff access CPD opportunities</b> to support EHWB.</p>	<p><b>A. Agreed percentage of EHWB mentor wages</b>            Access to the EHWB mentor allows pupils to be supported for a variety of reasons. Staff and parents have referred pupils for support. Some pupils have self-identified as requiring support, some are referred by staff, some by parents/carers or Social care. Allowing pupils full time access to therapies/1:1 support for positive mental health and wellbeing promotion, and crisis support.            The Mentor has worked closely with our Family Liaison Officer and external agencies enabling her to offer a full package of support for the child and their family.            Progress is reported termly on a case by case basis. All cases have shown progress, appropriate to expectations.</p> <p><b>B. CPD courses</b>            The EHWB mentor has accessed a variety of courses to build on current skills, enabling her work effectively as a team member.</p> <p><b>A variety of play therapy toys/resources and stress therapy equipment</b> have proven useful to support pupils in sessions and to manage anxieties in lessons.</p>	<p>This will continue next year.</p> <p>The holistic approach to supporting our pupils and families works well.</p>	<p>£15105.93</p>
<p><b>Access to Family Liaison Officer</b> to correctly support families and the complex issues raised within them.</p>	<p><b>Utilise the Family Liaison Officer to offer support</b> to families who may need additional support, at different times of the child/ren's school journey (e.g. in times of crisis or transition). (80% PP/20% school)</p>	<p><b>A. Agreed of Family Liaison Officer (FLO) wages</b>            The FLO works with a variety of families for a variety of reasons. For example...</p> <ul style="list-style-type: none"> <li>• Leading TAF meetings and supporting TAF families, running MAGIC 123 courses. The programme helps families identify and address 'negative' behaviours in a calm, controlled manner, whilst encouraging the positive behaviours in their children.</li> <li>• supporting behaviours/CAMHs work with families, supporting transition for current and new families.</li> <li>• supporting families to complete paperwork or attend meetings supporting their placement here, or support benefit claims, medical interventions or housing issues.</li> <li>• Supporting families where attendance has become an issue for a variety of reasons. Enabling the child to return to school/access education – including the EBSN, Emotionally Based School Non-attendance Work.</li> <li>• working closely with the safeguarding team and EHWB mentor to support a variety of complex issues.</li> <li>• Running coffee mornings/increasing access to other professional/bodies to support families beyond school</li> </ul> <p><b>B. CPD courses</b>            A variety of courses have been attended enabling the FLO to continue in her role.</p>	<p>This will continue next year.</p> <p>The holistic approach to supporting our pupils and families works well.</p>	<p>£33344.66</p>

**D. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Access to residential visits or offsite school visits to develop social confidence and experience opportunities beyond the classroom.</p>	<p>Part fund/fully fund visits beyond the classroom, where the cost may be prohibitive.</p>	<p><b>Students were supported to attend residential placements/offsite learning, that they otherwise would not be able to/would find difficult to fund.</b></p> <p><b>Barnstondale March 2019</b> All Year 4 pupils achieved their goals by broadening their experiences and increasing their confidence/personal development skills. They took part in archery, tractor ride to the forest. It was a massive achievement as it was the first time away from home for all pupils.</p> <p><b>Bendrigg October 2018</b> All Year 7 pupils achieved their goals by broadening their experiences and increasing their confidence/personal development skills. They faced a variety of challenges including team building activities, archery games, canoeing, indoor and outdoor caving, zip wire, rock climbing, lighting fires, making their own lunches, washing dishes, and keeping their areas of the lodge clean and tidy.</p> <p><b>Bendrigg July 2019</b> Leavers residential – taking part on the last week of term. Students will be encouraged to take part in a variety of activities. They will undertake similar activities to the year 7 residential but will also be challenged by taking part in a night walk and swimming in the lake</p> <p><b>Zoo Trips</b> Pupils were able to attend the trip which supported their curriculum/class based work. They were able to use photographs from the day to sequence the events they had experienced. This has allowed them to make progress towards achieving their current MAPP targets</p>		<p>£5488.26</p>

**Additional detail** (In this section you can annex or refer to **additional** information which you have used to inform the statement above.)

**TOTAL SPEND £61,971.21**

Planned spend – the remaining balance of £12,673.79 is being used to help to fund the additional provision of a sensory circuit room, and further equipment, to house the equipment we have already funded for the sensory learners. This will allow pupils to access a specialist provision specific to need, without the need to prepare an area/clear equipment away afterwards.  
*Building work on the room to house the equipment is starting in the summer holidays.*

**TOTAL SPEND £74,645**

Academic year 2019.20, key stage leads will oversee the spend and look at a long term plan for the spend in their respective departments.