

Pupil Premium 2019/2020

Summary information					
School	Dorin Park School		Type of SEN:	Complex (inc. medical needs)	
Academic Year	2019/20	Total budget	£73,365	Date of most recent review	N/A
Total number of pupils eligible - 63		Jan 2019 census 55		Date for next internal review of this strategy	Termly – by spend rqst lead
Gov.UK - Funding for 2019 to 2020 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.

In-school/external barriers

A.	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.	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.
C.	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.
D.	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.
E.	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>
A.	<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.	<p>Pupils who are defined as G&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&T</p>
C.	<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>
D.	<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 2019/2020

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 specialist resources/equipment for pupils leading to improved attainment.	Purchase resources 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 – termly submitting data/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.
Staff CPD - to improve/further develop staff skills in relation to overcoming barriers to learning leading to improved attainment.	Staff have access to CPD opportunities 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.

ii. 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>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"> • Intervention programmes for identified pupils • Access to specific skills-related learning sessions or resources. (e.g. EHWRB room, ASD programmes, TEACCH interventions, communication systems, specific SEND resources) 	<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>Subject lead</p>	<p>Termly. Submitting assessments to the Subject lead who will review the recorded impact/progress/data and ensure the relevance of the timed programme.</p>
<p>Raise attainment/skills for those individual pupils identified as having a gift/talent 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 subject-specific tutoring 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>

iii. 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?
Access to EHWB mentor/EHWB programmes to correctly support emotional health and wellbeing, enabling pupils to work on developing personal skills.	Maintain the EHWB Mentor role and ELSA role to support identified pupils to develop positive health and wellbeing. (80% PP/20% school) Ensure EHWB mentor/relevant staff access CPD opportunities to support EHWB	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.	The EHWB 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.	EHWB mentor	Termly summary for all work and end of programme summary for individual programmes. The EHWB mentor will collect evidence/summary information from staff/parents/pupils in relation to progress made.
Access to Family Liaison Officer to correctly support families and the complex issues raised within them.	Utilise the Family Liaison Officer to offer 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)	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.	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.	MN	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).
Access to residential visits or offsite school visits to develop social confidence and experience opportunities beyond the classroom.	Part fund/fully fund visits beyond the classroom, where the cost may be prohibitive.	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.	The Family Liaison Officer and other key staff will identify the pupils/families requiring this support.	MN/JM	Termly/as required at the end of a programme.

2. Review of expenditure, academic year 2019/20

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 specialist resources/equipment for pupils leading to improved attainment.	Purchase resources to support the group/individual in accessing the subject in line with that of their peers.	<p>Key stage leads conversed with pastoral staff to plan for key areas of spend. Purchased specialised resources for individuals or groups of children. Individuals/groups demonstrated 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>Maths Doodle Maths: Pupils enjoy access to this both in school and at home. Their motivation has increased as they can interact with maths, rather than having to put pen to paper. Exampro: Preparing gifted and talented students to step up to future GCSE work; enabling students to complete higher-level work in conjunction with their regular work.</p> <p>Animation App: The app has been used as part of ICT/Computing lessons to complete an animation unit in KS3. Pupils found the app engaging, giving them insight into how professional animation is created.</p>	<p>The key stage lead approach allows for departmental strategic planning for spend. The need for a whole school overview remained with some allocation of spend beyond key stage boundaries. A lead person will continue to have management of the spend, with key stage leads' strategies influencing the spend.</p> <p>The apps for in-school and online learning have proved beneficial in allowing families to support learning. Apps allowing for learning at a personal rate have proved beneficial for those pupils able to go on in future to undertake GCSE level work (transferring to mainstream or to FE settings). Subscription to these will continue.</p> <p>Apps to support accreditation work, as above, continue to prove beneficial and will continue.</p>	<p>(to March 2020. Final spend to be confirmed July 2020)</p> <p>£873.60</p> <p>£19.99</p>
Staff CPD - to improve/further develop staff skills in relation to overcoming barriers to learning leading to improved attainment.	Staff have access to CPD opportunities on/offsite – e.g. attendance on courses, coaching, mentoring, collaborative working, work shadowing etc.	<p>Funding specific CPD, identified as improving/enhancing the learning or communication or well-being experience/offer across school allows teachers to develop skills/confidence. Teachers attending subject-specific moderation meetings can compare assessment/levels of skills and judgements made.</p>	<p>Some of our CPD access comes via CSSC/CWASH membership and from access to Edsential or eCWIP, allowing for reduced rates.</p> <p>We will continue to fund upskilling for Teachers/TA staff where it proves beneficial to enhancing the subject specialist teaching/learning offer.</p>	<p>Estimated spend to July 2020</p> <p>£2,000.00</p> <p>Some invoices to be confirmed Sept 2020</p>

B. Targeted support

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>	<p>Intervention programmes for identified pupils</p> <p>Access to specific skills-related learning sessions or resources. (e.g. EHWB room, ASD programmes, TEACCH interventions, communication systems, specific SEND resources)</p>	<p>Key stage leads conversed with pastoral staff in their departments to strategically plan for key areas of spend for groups/individual pupils to improve access to learning and to impact on progress.</p> <p>The IDL package has been well received by students. It is being used during the afternoon literacy sessions in the upper school and during some reading lessons.</p> <p>Headphones £129.00: The headphones allow the students to focus on their individual lessons and listen back to their recorded reading.</p> <p>Hazel: Revamp of class base to support sensory processing/engagement in learning. Sensory resources and equipment purchased (Early Spring purchases – impact measure summer 2020)</p>	<p>Subscriptions to BKS and Doodlemaths will continue.</p> <p>The IDL Literacy package will continue, as it has proved beneficial.</p> <p>Headphones for individuals who require them continue to be a resource that takes some wear and tear. We will continue to replace as required.</p> <p>Whilst we do not yet have the evaluation for the impact on the sensory processing spend (Early Spring purchases – impact measure summer 2020), we are able to see already the reduction in behaviour reports/improvement in engaging in learning. We will explore where other pupils across school may benefit from similar resources.</p>	<p>£357.20</p> <p>£664.29</p>
<p>Raise attainment/skills for those individual pupils identified as having a gift/talent 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 subject-specific tutoring from subject specialists.</p>	<p>Peripatetic Music sessions for identified pupil/groups, enabling them to undertake work in addition to their music lessons (keyboard/drums/guitar above and beyond the work in the traditional classroom lessons).</p> <p>Pupils demonstrated progress with specific skills towards appropriate accreditations. The sessions also influence their self-esteem and confidence, enabling them to perform in concerts and other events.</p>	<p>This service has been a challenge to run this year due to lack of rooms/space to locate the lessons.</p> <p>We estimated costs to the end of the academic year.</p> <p>We have created an additional class base this year and no longer have a room to run these sessions. This will be explored further in Autumn 2020.</p>	<p>£5,193.00</p>

C. 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 EHWB mentor/EHWB programmes to correctly support emotional health and wellbeing, enabling pupils to work on developing personal skills.</p>	<p>Maintain the EHWB mentor role and ELSA role to support identified pupils to develop positive health and well-being. (80%/20% PP/School)</p> <p>Ensure EHWB mentor/relevant staff access CPD opportunities to support EHWB.</p>	<p>Access to the EHWB mentor allows pupils to be supported for a variety of reasons. Staff/parents refer pupils for support. Some pupils self-identify as requiring support. Pupils have access to therapies/1:1 support for positive mental health and wellbeing promotion, and crisis support.</p> <p>It empowers pupils to recognise and communicate concerns relating to their emotional and mental wellbeing.</p> <p>This has enabled pupils to acquire an individual skillset to manage their own wellbeing.</p> <p>The EHWB mentor has accessed a variety of CPD to build on current skills, enabling her to work effectively as a team member.</p> <p>A variety of play-therapy toys/resources and stress therapy equipment has proven useful to support pupils in sessions and to manage anxieties in lessons.</p> <p>Various resources purchased to support emotional health and wellbeing for specific pupils including play-therapy resources and stress-therapy resources.</p>	<p>The holistic approach to supporting our pupils and families within and beyond school works well and this will continue next year.</p> <p>The remote support for pupils during COVID has worked well.</p> <p>Additional resources were purchased for families who required additional support related to behaviour/bereavement issues.</p>	<p>£22,574.00</p> <p>£ invoices to be confirmed Autumn 2020</p> <p>£488.95</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 Family Liaison Officer to correctly support families and the complex issues raised within them.</p>	<p>Utilise the Family Liaison Officer to offer 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>The FLO works with a variety of families for a variety of reasons.</p> <p>The role is invaluable as part of the wider safeguarding team. It improves capacity and enables leads to specialise in areas related to their skills.</p> <p>Families are well supported via formal TAFs, behaviour support programmes/advice and guidance, sleep support, formal meetings, or informally by coffee mornings/chats.</p> <p>New families are well supported through transition. Staff are well supported to effectively communicate with families.</p> <p>Families requiring additional support for finance/other issues out of school are able to access support/guidance.</p> <p>Attendance improvement and EBSN work is well managed.</p> <p>CPD is chosen to enable the FLO to continue in her role/enhance skills. The enhanced skills are always put to good use in the role.</p>	<p>The holistic approach to supporting our pupils and families works well and this will continue next year.</p> <p>The support was especially valuable during COVID.</p> <p>Families were supported to access volunteer/charity support or to make benefit claims/access additional grants. Families were supported through bereavement/ill health.</p> <p>We will continue with this model.</p>	<p>£22,574.00</p>

E. 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>Students were supported to attend residential placements/offsite learning that they otherwise would not be able to/would find difficult to fund. Bendrigg July 2019 Leavers residential: Developed skills and confidence in taking on new challenges, helping them to understand they could take on new challenges at college/their next placement. Bendrigg October 2019 Pupils faced a variety of challenges developing personal confidence. Pupils also developed and demonstrated personal care and life skills. They developed a bond with their pastoral group. Barnstondale March 2020 Pupils will attend this residential end of March 2020. Offsite visits enhancing the curriculum experience/learning beyond the classroom. Where the cost of the visit is prohibitive Zoo visits: Visits were extremely successful. Pupils were able to identify signage, use their own money, and select their own items. Also queue, pay and wait for change.</p>	<p>Residential visits are always beneficial for our pupils. They provide the opportunity for them to take safe risks, learn new skills and develop a confidence in their own abilities.</p> <p>Barnstondale March 2020 and the Bendrigg leavers residential July 2020 did not take place due to COVID restrictions. We will look at reallocating these monies.</p>	<p>£7,960.00</p> <p>£ no current cost</p> <p>£250</p>
<p>Improved access to any identified subject specialist resources/equipment for pupils leading to improved communication</p>	<p>Purchase resources to support the group/individual</p>	<p>Communication support and development via the Speech and Language Therapist and staff in classrooms... Resources for the provision of bespoke communication: Books and Boardmaker software have been invaluable, providing pupils with an essential additional source of communication enabling them to express themselves. A5 & A4 Poster Stands provide pupils with a better opportunity to see symbols or pictures and for staff to see what a child is looking at. Adults have their hands free to continue using Makaton signs or modelling to a pupil how to "chat" using the symbols.</p>	<p>The resources have been well used by staff and the SALT team when working with pupils. We will continue to support the development of communication resources that support engagement in learning in and out of the classroom.</p>	<p>£213.06</p>
<p>Administration Costs</p>	<p>Admin support</p>	<p>Admin support for families to claim FSM/manage the grant</p>	<p>Admin will continue to support</p>	<p>£2,465.00</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 £63,363.09. Balance £10,001.91 (some spend to be confirmed autumn 2020)