

Pupil Premium 2020/2021

Summary information					
School	Dorin Park School			Type of SEN:	Complex (inc. medical needs)
Academic Year	2020/21	Total budget	£74,090	Date of most recent review	N/A
Total number of pupils eligible	63 per Jan 2020 school census			Date for next internal review of this strategy	Termly – by spend rqst lead
Gov.UK - Funding for 2020 to 2021 R to Yr 6 - £1345 Yr7 to 11 - £955 Post-Looked After Children (adopted from care) pupils - £2,345 Service/Ever 6 service - £310					

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/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 2020/2021

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 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, 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. CPD availability is currently limited due to Covid-19.	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. 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 targets/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. EHWP 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/children	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/SA	Termly/as required at the end of a programme. Residential visits are currently on hold due to Covid 19.

2. Review of expenditure, academic year 2020/21

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 considerations.	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	Additional laptops & software to enable access to the curriculum. Ensured all pupils had access to technology during lockdown. Forest School additional resources to enable all pupils to access the curriculum, using/wearing the appropriate equipment.	£2,000.00 £700.00
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. CPD availability is currently limited due to Covid-19.	Staff have completed a variety of online training courses throughout the year, together with internal training sessions. Courses offered in the following areas: <ul style="list-style-type: none"> • Trauma/Attachment • Autism • ADHD • Supporting Phonics and Maths • Sensory needs • Play • Communication • Behaviour • Team Teach training • Rebound therapy training (sports grant) 	£5,000.00

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 considerations.	Cost
<p>Raise attainment/skills for those individual pupils identified as performing below expectations according to their targets/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. EHWB room, ASD programmes, TEACCH interventions, communication systems, specific SEND resources) 	<p>Purchase of Classroom Secrets and Renewal of Doodle Maths as it has proved an effective teaching resource across school to engage and motivate pupils. Doodle Maths has also been used effectively to support remote learning.</p>	<p>£800.00</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>External tutors have been on hold due to Covid restrictions. Due to recommence in Summer term.</p> <p>Piano tutor lessons have recommenced – Summer 2021</p>	<p>£1,000.00</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 considerations.	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 wellbeing. (80% PP/20% school)</p> <p>Ensure EHWB mentor/relevant staff access CPD opportunities to support EHWB</p>	<p>EHWB costs. The EHWB role is vital in supporting the wellbeing of all of our pupils. Currently the EHWB is supporting 26 pupils, the majority of whom are eligible for PP. Staff/parents refer pupils for support. Some pupils self-identify as requiring support.</p> <p>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. This has enabled pupils to acquire an individual skillset to manage their own wellbeing.</p> <p>The EHWB also works closely with the behaviour lead. This work ensures that the pupils are well supported to be ready for learning.</p>	<p>£25,000.00</p>
		<p>Resources purchased for counselling, helping with anxiety and stress. Resources exploring diversity within the community to support understanding.</p>	<p>£300.00</p>
		<p>Purchase of Nurture Huts for Senior and Primary playgrounds – allowing pupils who find the playground too noisy or feeling very anxious to access a quiet space. Some funding for this is designated for LAC pupils. The huts will be positioned to ensure these children have access to them. The huts were installed in May 21. Pupils are already demonstrating that they benefit from using them as a calm space when exhibiting heightened behaviour.</p>	<p>£2500.00</p>
		<p>Resources to furnish and equip the Nurture Huts</p>	<p>£1500.00</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>£800.00</p>
		<p>CPD</p>	<p>£500.00</p>

<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. The Flo is currently supporting 50 pupils and their families. During lockdown, the FLO supported families with weekly/twice weekly welfare calls.</p> <p>The role is invaluable as part of the wider safeguarding team. It improves capacity and enables safeguarding leads to specialise in areas related to their skills.</p> <p>The FLO leads on TAFs and ensures that 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>Resources purchased to meet sensory/behavioural need.</p> <p>CPD</p>	<p>£25,000.00</p> <p>£200.00</p> <p>£500.00</p>
<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>Due to Covid, there have been no residential visits or day trips this year</p>	<p>£3,000.00</p>
<p>Administration Costs</p>	<p>Admin support</p>	<p>Admin support</p>	<p>Admin will continue to support</p> <p>£ 2,500.00</p>