Pupil premium strategy statement - Sept 2024

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Dorin Park School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Board
Pupil premium lead	Jane Rowlinson
Governor / Trustee lead	Amanda Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,560
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,560

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us to achieve and sustain positive outcomes for our disadvantaged pupils.

Pupils at Dorin Park have a variety of complex needs. 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. The funding will benefit all pupils where funding is spent on whole school approaches such as CPD. Due to a large number of our disadvantaged pupils having personal care needs and also a significant number having a visual impairment, we have employed a specialist TA to oversee and deliver personal care and VI programmes across school. Due to high medical/personal care needs in primary, we have employed an additional welfare assistant.

As well as the consideration of barriers and how to overcome them, staff also consider those entitled to PP who have additional skills/abilities (most able) that place their skills beyond those of their peers, and how they will address further development of these gifts/talents. Peripatetic music lessons are offered to pupils along with opportunities to take part in sporting events alongside other schools. Drama workshops from the local theatre are available on a rota basis.

We assess pupils' access to a range of opportunities such as visits and residential trips to develop social skills and confidence as well as increasing pupils' experience of cultural events. Funding is used to ensure that disadvantaged pupils are able to access the same experiences as their peers.

Dorin Park continues to utilise the skills of a family liaison worker to support the pupils and their families. Our emotional health and wellbeing mentor supports our pupils in school and also their families through behaviour clinics and support. A specialist TA is in post to deliver interventions to close gaps in attainment and we have a member of staff who delivers ELSA support.

Staff CPD will be planned for to ensure that the needs of our pupils are considered and targeted through the identified CPD.

Our strategy will be driven by the needs and strengths of the pupils and we aim to ensure all pupils are fully prepared and supported as they transition into adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils suffering from mental health/emotional/behavioural challenges that prevent them from engaging with learning.
2	Access to relevant services to support pupils and their families.
3	Pupils who struggle to cope with the demands of the school day and need a quiet space/sensory input to enable them to engage with learning.
4	Access to summer school, visits and residential opportunities to develop their social and independence skills, in line with their peers.
5	Access to technology and devices to support their education and communication.
6	Gaps in learning and recovery of skills lost.
7	Lack of understanding of the transition to adulthood, college or employment.
8	Pupil access to outdoor learning opportunities. Some of our disadvantaged pupils have limited opportunities to explore outdoor environments due to their family circumstances.
9	Pupils who have skills/abilities beyond their peers.
10	Pupils who have VI as a barrier to learning or pupils who require support with medical needs and/or personal care.

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
Pupils to access to support in relation to their mental health/emotional challenges both in school and externally.	Pupils will be supported by the school's EHWB mentor and Family Liaison Officer (internal/external appointments), to allow them to access support for their mental health/emotional challenges. Impact reported in safeguarding report.
Pupils to access to support in relation to behaviours that challenge both in school and externally.	Pupils and their families will be supported by the school's EHWB mentor and the school behaviour team. Parents will be offered the opportunity to attend behaviour clinics in school to access support from the EHWB mentor and Behaviour lead.
Pupils will have access to VI programmes and personal care/medical support.	Pupils will have their needs met and be able to access their learning for the maximum amount of time.
Pupils will be supported to access relevant services.	Pupils and their families will be supported by the school's family liaison (external and internal appointments) if required. Pupils to be supported with transition to their next step of education/adulthood. Impact reported in safeguarding report.
To provide designated spaces and resources to allow pupils to have a cognitive break/sensory input to allow them to engage as fully as possible with their learning.	Pupils will have access to 3 nurture cabins and other quiet spaces around school to allow them cognitive breaks so that they are able to engage with learning. Impact reported in behaviour report. Resources and cabins to be updated as required. Pupils will have access to a sensory area where they will be supported to use their senses to the full potential and providing a safe space for self-regulation.
All pupils to be offered the same access to day visits and residential visits as their peers.	Disadvantaged pupils to be offered financial support to allow them to access the same opportunities as their peers.
All pupils to have access to appropriate technology to support their learning and communication.	Laptops & ipads to be available to loan if remote learning is required. All pupils will be supported in their learning and

	communication by appropriate technology.
To provide additional intervention on a 1:1 basis or in a small group to allow pupils to develop their skills and/or recover skills lost.	A specialist TA to deliver a bespoke intervention timetable. Pupils will make progress towards outcomes recorded on their SEND profile and on EfL. A teacher employed on a specific timetable to carry out focussed intervention work.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Diet practitioner	Two members of staff to complete the training to support the pupils sensory needs.	3
Team Teach CPD	Evidence shows that when staff are trained to de-escalate behaviours, pupils are able to regulate their emotions and return to being ready to learn more quickly. https://www.teamteach.co.uk/	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist TA for intervention to be employed to provide targeted intervention sessions to close identified gaps in learning.	This approach was taken in the previous academic year. 26 pupils received intervention support with the aim of closing gaps. By the end of the Summer term, 77% of pupils had achieved their targets, 23% are continuing on with their targets in the Autumn term.	5 & 6
Resources to support interventions	Resources to enable interventions to be carried out – as required	5 & 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
EHWB mentor employed full time to deliver sessions to support the wellbeing and mental health of pupils	This approach has been taken previously and has been of benefit to the pupils. This support increases pupil engagement due to their mental health and wellbeing support. This in turn, leads to progress being made towards their targets and is documented on SEND profiles and on EfL.	1 & 3
Resources to support the delivery of Wellbeing and emotional health interventions	EHWB sessions have led to pupils being able to focus on their learning despite struggling with their emotional wellbeing. Pupils benefit from a range of resources from sensory toys, chewellery, quiet spaces and access to nurture cabins. Progress is documented on SEND profiles, on EfL and discussed in behaviour team meetings.	1 & 3
Family Liaison officer be employed full time to support pupils and their families.	The Family Liaison Officer plays a vital role in supporting pupils and their families. This ensures that our disadvantaged pupils and families access the appropriate support. Pupils and their families are also supported with college visits, service provider information and visits as appropriate. This is reported on in termly safeguarding reports.	2 & 7
Specialist TA to support VI provision and oversee personal care support.	This is to allow support for pupils who have barriers to their learning in relation to their VI needs or personal care needs.	10
Additional welfare assistant support.	This ensures that pupils receive the support they need to have their medical and personal care needs met efficiently, allowing them to spend the maximum amount of time accessing their learning.	10
Access to visits and residential	This is to allow equal opportunity for our disadvantaged pupils so that	4

opportunities to develop their social and independence skills, in line with their peers.	they can access the same visits and residentials as their peers. Historically, pupils have benefitted socially and have demonstrated increased confidence as a result of accessing these experiences. This is observed by staff and documented on SEND profiles and on EfL.	
Resources to enhance the delivery of Outdoor Learning so that pupils can access experiences that are not available to them at home.	This is to allow equal opportunity for our disadvantaged pupils so that they can access the same outdoor experiences as their peers. Historically, pupils have benefitted socially and have demonstrated increased confidence as a result of accessing these experiences. This is observed by staff and documented on SEND profiles and on EfL.	8

Total budgeted cost: £90,680

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Staff completed a range of CPD including, trauma & attachment, Autism, supporting phonics and maths, communication, behaviour, Team Teach, Mental Health First Aid and Healing Together Facilitator training. This enabled us to offer a wide range of therapies and support to our pupils.

Pupils accessed peripatetic music lessons over the last academic year. Drumming and piano lessons were offered to pupils. This allowed those with a strength/talent in music to extend and develop their skills. Positive impact noted by staff and parents was recorded on pupils' SEND profiles. Pupils demonstrated an increased confidence by performing in the end of year talent show.

Approximately 28 pupils per term were supported by the Emotional Health and Wellbeing Mentor in 1:1 or small group sessions. Pupils were supported to manage their emotional and mental health through strategies agreed at Behaviour team meetings and with the EHWB mentor. Progress was demonstrated in SEND profiles (Social and Emotional outcomes).

Behaviour clinics were offered to support pupils and their families. These were led by the behaviour leads and were well received by parents.

Pupils were provided with quiet/safe spaces for when they needed to self-regulate. 3 nurture huts were replaced and resourced to offer this provision. Staff noted that this reduced instances of challenging behaviour and pupils were able to calm and return to class, ready to learn.

Pupils were supported in managing their anxieties through play therapy and stress therapy. A range of supporting resources were purchased such as fiddle toys, sensory items and art and craft materials.

66 pupils and their families were supported by the Family Liaison Officer.

Intervention sessions to close gaps due to lockdown/Covid disruption were successful with 70% pf pupils meeting their targets.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TEAM TEACH	https://www.teamteach.co.uk/
Sensory Diet Lead Practitioner	www.elsa-support.co.uk