

Pupil premium strategy statement - Sept 2025

This statement details our school's use of pupil premium for the 2025 to 2026 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	171
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
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	£69,150
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	£69,150

Part A: Pupil premium strategy plan

Statement of intent

At Dorin Park School, our aim is to use Pupil Premium funding strategically to achieve and sustain positive outcomes for our disadvantaged pupils. We recognise that our pupils present with a wide range of complex needs, and that barriers to attainment are often multifaceted, individualised, and closely linked to their additional needs and abilities. Therefore, we take a personalised approach, identifying and addressing barriers both at the individual level and across pupil groups.

Our core intent is to ensure that all pupils, regardless of background, can access high-quality learning experiences and achieve their full potential. Where funding is directed towards whole-school initiatives, such as targeted CPD, all pupils benefit from improved practice and provision.

To meet the specific needs of our cohort, we have employed a specialist Teaching Assistant to lead and deliver personal care and visual impairment programmes across the school. In response to high levels of medical and personal care needs in our primary phase, we have also appointed an additional welfare assistant to ensure pupils receive consistent and dignified support.

We are committed to recognising and nurturing the strengths and talents of pupils eligible for Pupil Premium. For those identified as more able, we offer peripatetic music lessons, opportunities to participate in inter-school sporting events, and drama workshops delivered by a local theatre company. These experiences are designed to extend pupils' skills and promote confidence and creativity.

To ensure equity of access, we use Pupil Premium funding to support participation in enrichment activities such as educational visits and residential trips. These experiences help pupils develop social skills, independence, and cultural awareness, and funding is used to remove financial barriers so that all pupils can benefit.

We continue to utilise the expertise of our Family Liaison Officer to support pupils and their families, providing guidance, advocacy, and practical support. Our sensory and regulation team also play a vital role in promoting emotional wellbeing, offering in-school support and outreach to families.

In addition to in-house provision, we source external agencies to deliver bespoke interventions tailored to individual needs such as bereavement counselling, play therapy, art based therapeutic interventions, etc

Staff CPD is carefully planned to ensure training is aligned with pupil needs and priorities identified through ongoing assessment and review. This ensures that staff are equipped to deliver high-impact interventions and inclusive teaching strategies.

Our strategy is driven by the strengths and needs of our pupils, with a clear focus on preparing them for successful transitions into adulthood. We are committed to ensuring that every pupil is supported to thrive academically, socially, and emotionally.

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 sensory regulation/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	Pupils who have PMLD as a barrier to learning
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 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.	<p>Pupils will access mental health support and in school Family Liaison Officer.</p> <p>There will be a reduction in emotional distress indicators (e.g., fewer incidents, improved engagement).</p> <p>There will be positive feedback from pupils, families, and staff recorded in SEND profiles and safeguarding report.</p>
Pupils to access to support in relation to behaviours that challenge both in school and externally.	<p>Pupils receive targeted behaviour support through internal behaviour team and external specialists.</p> <p>Behaviour plans are in place for specific pupils and are regularly reviewed with measurable progress.</p> <p>There will be a reduction in behaviour incidents and increased time spent in learning environments.</p>
Pupils will have access to VI programmes and personal care/medical support.	<p>Pupils with VI and personal care needs receive consistent support from specialist staff.</p> <p>There will be improved independence and engagement in learning activities.</p> <p>There will be reports of increased confidence in delivering VI and personal care programmes.</p>
Pupils will be supported to access relevant services.	<p>Pupils and families are supported by the schools Family Liaison Officer to engage with external services (e.g., health, social care, therapy).</p> <p>Pupils to be supported with transition to their next step of education/adulthood.</p> <p>Impact reported in safeguarding report.</p>
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.	<p>Pupils regularly access sensory rooms or designated cognitive break areas.</p> <p>Pupils will be supported by the Sensory Diet HLTA.</p> <p>Staff observe improved emotional regulation and readiness to learn post-use.</p>

	Reduction in time out of class due to sensory overload or dysregulation.
All pupils to be offered the same access to day visits and residential visits as their peers.	All disadvantaged pupils participate in day visits and residential trips. Increased confidence, independence, and social interaction noted by staff. Pupil voice and parent feedback reflect positive experiences and outcomes
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.
Pupils will have access to the MOVE programme.	Identified pupils are enrolled in the MOVE programme and participate regularly in structured sessions. Progress is monitored through individual MOVE goals, with improvements in mobility, independence, and engagement documented in EHCP reviews and SEND profiles. Staff delivering the programme receive appropriate training, and feedback from families and pupils reflects increased confidence and participation in daily routines and learning activities.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Diet practitioner	One member of staff to complete the training to support the pupils sensory needs.	1, 3
Team Teach CPD	Evidence shows that when staff are trained to de-escalate behaviours, pupils are able to regulate their	3

	emotions and return to being ready to learn more quickly. https://www.teamteach.co.uk/	
MOVE	Identified members of staff to complete MOVE training	6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Higher Level Teaching Assistant (HLTA) will support staff and pupils by delivering targeted sensory diet interventions, designed to meet the individual sensory needs of pupils.	Pupils identified as requiring sensory support will regularly access tailored sensory diet interventions delivered by a trained HLTA. Staff will observe improvements in pupils' emotional regulation, focus, and readiness to learn. A reduction in sensory-related behaviours and increased time spent engaged in learning activities will be recorded. Pupil progress will be monitored through individual sensory profiles, and feedback from staff and families will reflect the positive impact of the interventions.	1, 2
Resources to support interventions	Resources to enable sensory diet interventions to be carried out – as required	1, 2, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will commission specialist and bespoke services to address the individual and complex needs of pupils, ensuring targeted support that complements in-school provision and promotes positive outcomes.	At Dorin Park School, many pupils present with highly individualised and complex needs that extend beyond the scope of standard educational provision. By commissioning specialist services—such as bereavement counselling, play therapy, and speech and language support—the school ensures that pupils receive targeted interventions tailored to their unique circumstances. Evidence from pupil progress reviews, SEND profiles, and family feedback consistently highlights the positive impact of these bespoke services, including improved emotional wellbeing, communication, and engagement in learning. This approach complements in-school support and strengthens the school's commitment to inclusive, needs-led provision.	1, 3
Resources will be allocated to support the implementation of targeted interventions delivered by the Behaviour Team, aimed at addressing behaviours that challenge and promoting positive behavioural outcomes for pupils	At Dorin Park School, a number of pupils present with behaviours that challenge, often linked to complex sensory, emotional, or communication needs. The Behaviour Team plays a vital role in identifying and implementing personalised strategies to support these pupils. By investing in targeted resources—such as visual aids, sensory tools, and structured intervention materials—the school ensures that staff are equipped to deliver consistent and effective support. Evidence from behaviour tracking systems, pupil progress reviews, and staff feedback shows that these resources contribute to improved emotional regulation,	1, 3, 5

	reduced incidents, and increased engagement in learning	
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.	9
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.	9
Access to visits and residential opportunities to develop their social and independence skills, in line with their peers.	This is to allow equal opportunity for our disadvantaged pupils so that 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.	4
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: £85,000

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 2024 to 2025 academic year.

Staff engaged in a comprehensive programme of Continuing Professional Development (CPD), covering areas such as trauma and attachment, autism, phonics and maths support, communication strategies, behaviour management, MOVE, sensory diet training, and rebound therapy. This investment in staff development enabled the school to offer a broad range of targeted therapies and support tailored to the diverse needs of our pupils.

Throughout the academic year, pupils had access to peripatetic music lessons, including piano. These sessions provided opportunities for pupils with musical strengths or talents to further develop their skills. Staff and parents observed positive outcomes, which were documented in pupils' SEND profiles and reflected in end of year piano progress reports.

Each term, approximately 25 pupils received support from the Emotional Health and Wellbeing (EHWB) Mentor through 1:1 or small group sessions. These interventions focused on helping pupils manage their emotional and mental health using strategies developed collaboratively by the Behaviour Team and the EHWB Mentor. Progress was evidenced through improvements in Social and Emotional outcomes recorded in SEND profiles.

Behaviour clinics were offered to pupils and their families, led by the school's behaviour leads. These sessions were well received by parents and provided valuable guidance and support.

The school was proud to achieve the Attachment Friendly and Trauma Aware School Award. As part of this initiative, a sensory room was created to support pupils' sensory regulation needs. Designed to meet a range of sensory profiles, the room has helped pupils return to class more focused, organised, and emotionally regulated, as noted by staff.

Additionally, 70 pupils and their families were supported by the Family Liaison Officer, who provided essential guidance and advocacy throughout the year.

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
Sensory Diet Lead Practitioner	www.elsa-support.co.uk
Sensory Occupational Therapist	Andrea Claire