

Pupil Premium Strategy Statement 2023-2024

**1. Aim of this Statement**

All members of staff and governors at Dee Banks School accept responsibility for “socially disadvantaged” pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment. We have high aspirations for our pupils and believe that no child should be left behind. Every child, including those who may be considered “socially disadvantaged”, is valued, respected and entitled to develop to his/her full potential, irrespective of need.

**2. Background**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. (DfE 09/16) Funding is received for each child registered as eligible for free school meals at any point in the last 6 years, students who have been Looked After by the Local Authority for more than 6 months, children adopted from care and those children who have parents who are actively serving in the armed forces, have died in action or left the Service since 2011 due to injury.

The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs. The Government has used pupils entitled to Free School meals as an indicator for deprivation, and has deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. The Government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. This expectation also applies to special schools where there is a focus on expected rates of progress in comparison to national data sets.

**3. Objectives in spending the Pupil Premium Funding**

* Facilitating the pupils to realise their full potential
* Academic achievement in line with non-pupil premium pupils
* Improving communication and social skills of the pupils
* Improving core skills across all areas
* For pupils to develop valuable life skills such as independence in daily tasks
* To allow equal access to all activities (curriculum and extended schools, eg, residentials)
* Improved behaviour of pupils by equipping them with coping strategies to support them in regulating their own behaviour and anxiety
* Pupils to receive the nurture and support they require to have positive emotional and mental health and well-being
* Children and their families to be supported holistically to ensure that every child has the best foundations to develop and learn

**4. Provision**

In order to meet the above requirements, the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. It is acknowledged within school that any concerns regarding progress and achievement, may be more in relation to the pupils’ learning difficulties or health needs than the fact of their FSM/LAC/CIC status.

 As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through meetings which take place between the Assessment Lead/Nurture & Wellbeing Lead and Class Teacher.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable pupils.

**5. Interventions and provisions**

These will be individual in their nature and meet the needs of the pupils themselves. These are sample interventions and provision:

* Additional teaching and learning opportunities and resources in line with clear targets related to identified areas for development
* Alternative support and intervention including access to individually tailored 1-1 sessions
* Specialist interventions such as Music therapy.
* Facilitating pupils' access to broader and extended curriculum opportunities, including educational visits, residential visits, arts and sports activities etc.
* Family support worker supporting the child within the context of their family; addressing issues such as attendance, housing, short breaks, medical appointments etc. that impact upon the child’s ability to learn and engage and ensure that their basic needs are being met.
* Additional Nurture or wellbeing sessions to address their social, emotional and mental health needs.

**6. Identification of students**

Dee Banks School will ensure that we allocate funding to support any pupil/group of pupils that the school has identified as being in need of intervention and support.

* This means that not all children with FSM/LAC/CIC status will be in receipt of pupil premium interventions at any one time.
* We will focus on the needs and levels of progress of all pupils, including those who have been identified as having a gift/talent in a specified area.
* Expectations will be high for all pupil groups and individuals across all key stages.
* All teaching and learning strategies are designed to meet the needs of individuals and groups, with support for individuals being managed in the teaching programme.
* Teacher discussion/assessment and The Boxall Profile are used to identify the activities that are most likely to have an impact on an individual’s or a group’s progress.
* In providing this tailored support it is likely that all groups receiving support will be a mix of FSM and non-FSM pupils.
* The school will promote the uptake of FSM with parents and carers and remind those that are no longer eligible for Universal FSM at the end of year 2.

**7. Monitoring and evaluation**

In Dee Banks School the Nurture & Wellbeing Lead has strategic responsibility; individual staff retain responsibility for implementing and reviewing their identified area of the strategy.

* The proposed areas for spending are examined by the Leadership Group/ N&W Lead for potential impact on progress before the spend is approved/allocated.
* The governing body will hold the senior and middle leaders to account for implementing the school’s strategy and for evaluating its impact on the achievement of targeted pupils.
* Assessment information is collected termly so that the impact of interventions and overall progress can be monitored regularly.
* Our assessment now comprises a range of tools and recorded evidence of progress which may be specific to different curriculum pathways, key stages and individual needs. This includes statutory summative assessments. Pupils eligible for the Pupil Premium will benefit from the basket of tools available to all.
* Feedback about performance is given to parents/carers and children (where appropriate), at least termly.
* Individual areas for development for Pupil Premium pupils will be discussed and pupil progress meetings involving teachers, TAs and Assessment and Nurture & Wellbeing Leads.

**8. Reporting**

Feedback about performance is given to parents/carers and children (where appropriate), at least termly.

It will be the responsibility of the Pupil Premium Lead to ensure an outline of the school’s progress towards meeting the needs for socially disadvantaged/ vulnerable pupils, including Looked After pupils, is given to the school’s Governors on an annual basis.

There will be an annual statement to the parents on how the Pupil Premium funding has been used and this will be published on the school website. The information provided will be in line with the Department for Education guidelines.

When reporting about pupil premium spending, the context, the intervention details and the impact of the interventions will be included alongside a breakdown of the spending.

Case studies will be available to provide examples of interventions and impact e.g. through use of Evidence For Learning.

**9. Success Criteria**

The success criteria for the use of Pupil Premium are:

* Early intervention and support for socially disadvantaged children and Looked After pupils.
* Pupils meeting or exceeding their individual targets.
* Effective parental support; to ensure parents are fully involved in their child’s education and are appropriately supported in the broadest sense.
* Increased parental engagement in school activities such as meetings, school events, engagement with home-school activity.
* Pupils engaging in a wide range of activities that are not accessible to them outside of the school environment.
* A positive school atmosphere in which pupils’ differences are recognised and valued as full members of the school community; developing confident and independent learners who reach their potential.

**10. Appeals**

Any appeal in connection with the use of the pupil premium funding will be dealt with through the Governors’ appeals panel.

This statement was produced in April 2023 and should be read in conjunction with the Pupil Premium Action plans for this year and last year, that plan and review spending.

Pupil Premium Action Plan Review 2022-2023

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| **REVIEW OF EXPENDITURE – 2022/2023** £40,425.00 |
| 1. **Quality of teaching for all.**
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| **Desired outcome** | **Chosen action/approach** | **Impact:** Did we meet the success criteria? Include impact on pupils not eligible for PP if appropriate. | **Lessons learned** | **Cost** |
| Many staff using Attention Autism as an effective teaching strategy.  | 2 full days training with the team from Gina Davies. | 30 staff took part in the 2 days of training and Attention Autism was rolled out across school. This year we have a group of 3 or 4 teachers who have looked at AA as part of their performance management research question. They are currently feeding back to staff about the impact this approach has had. | Training a large group of staff at the same time is money well spent, as the momentum they create helps to improve the delivery after the training. | **£1,607.20** |
| 1. **Targeted support**
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| Specialist interventions or equipment such as Music therapy or specific equipment. | Music Therapy by a therapist for 4 days a week. | Our music therapist now works 4 days a week and is making a great difference with some of our most vulnerable pupils. She has worked with our LAC and CP level pupils during the year. | This continues to be a vital part of our offer in school and as our music therapist gets to know the children better over time, interventions are becoming more bespoke for them all. | **£35,640.00** |
| 1. **Other approaches including SEHW**
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| Select staff trained in and using Liquid Learning for specific pupils. | Full weeks training from the Liquid Listening team in our pool, for 4 members of staff from across school. | 4 staff have been trained and most staff saw the approach in action during the training. This year there are 4 timetabled slots in the pool to allow this to happen and the LL team are starting to see who the approach works best for. | As with Attention Autism, the training of a group helps a lot, but the sharing of the approach with the wider staff body was really useful to get buy-in across school. | **£3,500** |
| Total Expenditure | **£40,747.20** |

Pupil Premium Action Plan 23-24

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| **Summary Information** |
| **School**  | Dee Banks School | **Type of SEN** | Profound & Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autistic Spectrum Condition (ASC) and Complex Needs (inc. medical needs) |
| **Academic year** | 2023-24 | **Total budget** | £40,680.00 | **Date of most recent review** | April 2023 |
| **Total number of pupils** | 126 | **Total eligible for PP** | 32 | **Date for next internal review** | Dec 2023 |
| Gov.uk funding for 2023 – 2024R-Yr6 - £1,455 Yr7-Yr11 - £1,035 Service Child - £335 |

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| **Barriers to future attainment for pupils eligible for pupil premium.** |
| Barriers to learning can be complex, varied and are often specific to the individual and their additional needs/disabilities. There may be groups of pupils with the same or similar barriers, and they may be grouped together where appropriate but often support is identified and given on an individual basis. We aim to use the funding stream to support pupils to access learning opportunities in such a way that it allows them to make the best progress possible for them. |
|  | **Identified barriers for this cohort.** | **Desired outcomes.** | **Success criteria.** |
| **A.** | Some pupils require differentiated or adapted lessons or equipment to be provided for optimum learning. | Provision of additional teaching and learning opportunities and resources in line with clear targets related to identified areas for development. | Identified pupils will have access to differentiated or adapted lessons and will be provided with the equipment they need to best meet their Personalised Learning Intentions |
| **B.** | Some pupils require additional time and teacher/TA support to learn effectively over and above that provided in class. | Staff who are trained in and able to use alternative support and intervention strategies, including access to individually tailored 1-1 sessions. This may include a range of therapies. | Identified pupils will have access to the trained people and time they need, to make as much progress as they are able. |
| **C.** | Some pupils require interventions that require access to professionals with specific skills or specialist equipment. | Access to specialist interventions or equipment such as Music therapy, weighted blankets, iPods, Vibro-beds, Liquid Learning etc. | Identified pupils will have the opportunity to have specialist interventions or use specialist equipment to meet their needs. |
| **D.** | Some pupils come from families where funding additional extended curriculum activities is not possible. | Pupils able to access broader and extended curriculum opportunities, including educational visits, residential visits, arts and sports activities etc. | Identified pupils will be given financial support to access extended curriculum events. |
| **E.** | Some pupils come from families where the impact of their needs is very challenging for family members. This means that they may sometimes struggle to meet these needs effectively or in a timely way. | Family support worker supporting the child within the context of their family; addressing issues such as attendance, housing, short breaks, medical appointments etc. that impact upon the child’s ability to learn and engage and ensure that their basic needs are being met. | Identified families will have bespoke support from our Family Support Workers and Nurture & Wellbeing Lead to assist with a wide range of needs such as; form filling, multi-agency support meetings, behaviour support, home-school visits etc. |
| **F.** | Some pupils have additional social, emotional and mental health needs that are not traditionally dealt with in the daily timetable. These may be short or long-term needs. | Additional Nurture or wellbeing sessions to address pupils’ social, emotional and mental health (SEMH) needs. | Identified pupils will have access to support for their SEMH needs, which will meet those needs both in an ongoing way and at times of crisis. |
| **PLANNED EXPENDITURE – 2023/2024** |
| *The three areas enable us to demonstrate how we are using the Pupil Premium to A - improve classroom pedagogy, B - provide targeted support and C - support whole school strategies.* |
| 1. **Quality of teaching for all.**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will implementation be reviewed?** |
| New staff using Attention Autism as an effective teaching strategy.  | Online training from Gina Davies – **Approx £800** | Most staff had training Last year and the approach works well for our pupils. We want as many staff as possible to know and fully understand the approach to get the best out of it for Dee Banks. | There will be official training and the curriculum and assessment team will monitor it’s use during RAP meetings. | Ruth Buckley | After the training sessions in Autumn 2024. |
| Confidence in our school staff coaching others in the use of Intensive Interaction | Intensive interaction training for Janet O’Sullivan, PMLD Lead.**Approx £1500** | Intensive Interaction is a long-standing approach in SLD schools but not one that our newer staff have been trained in formally. We want one of our most experienced teachers to be confident to lead in-house training in this for all staff. | Janet will take part in Intensive Interaction training that is completely up to date as a refresher. | Janet O’Sullivan | During the following academic year, as it is rolled out among classes. Easter 2024 |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will implementation be reviewed?** |
| Specialist interventions or equipment such as Music therapy or specific equipment. | Music Therapy by a therapist for 3 days a week.**Approx £28,000** | There is a huge amount of evidence both academic and personal about the impact music therapy has on a pupil’s social, emotional and communicative abilities as well as their musical skills. | We will employ fully qualified music therapists to carry out the sessions. | Jo Williams | At the end of each academic year or before if the therapists and class staff feel a change is needed. |
| Support regarding Sensory Processing issues. | Input from Andrea Clare, Sensory Processing Consultant.**£300 per day** | We have used specialist support in this area to assist with curriculum planning and positive behaviour support for those pupils with a severe sensory processing disorder. | A half day visit and report with time for class teams to discuss with the consultant. | Judith McGuinness | Easter 2024 |
| 1. **Other approaches including SEHW**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will implementation be reviewed?** |
| Facilitating pupils' access to broader and extended curriculum opportunities, including educational visits, residential visits, arts and sports activities etc. | Funding for residential trips/visits. **£2000**Gym/college tasters**£800**DofE**£100** | We can only ask for voluntary contributions for trips and many families struggle to send in enough money to cover the cost, especially when we have to take lots of adults or pay for a slot that would normally be divided between 30 mainstream pupils.Because of the needs of our pupils, residential stays can be very expensive. We support Cheshire Adventure Farm Trust with donations for our stays and would like to send an increased amount this year. | Families will still be asked to contribute what they can but any short-fall will be covered for pupils in receipt of PP within our donation. | Class teachers, SLT,Business Manager | Termly PP Review |
| Family support worker supporting the child within the context of their family; addressing issues such as finance that impact upon the child’s ability to learn and engage and ensure that their basic needs are being met. | Uniform **£300** | In order to encourage our families to apply for FSM we offered them a free school sweatshirt in September if they returned their forms. We also help those already receiving FSM by giving them 1 sweatshirt each year. | Office staff will make sure the correct pupils are targeted and receive their free jumper. | Kim WilliamsKate Hubbard | Each September |