



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Dysart School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	29.3%
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Leigh Edser
Pupil premium lead	SLT
Governor / Trustee lead	Thoweetha Shah

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46455
Recovery premium funding allocation this academic year	£49368
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95823

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil premium funding is used to ensure that pupils make equitable progress towards their outcomes through the increased use of planned, frequent and accurate informed specialist strategies.

Progress towards targets is tracked individually and monitored by SLT with additional scrutiny through the annual review of each pupil's EHCP.

Pupil premium funding is used to ensure that staff within school have the appropriate training and are able to ensure that strategies are used by colleagues accurately.

Expectations are that learners are supported to address their learning targets both within school and in the community. By ensuring that staff across school have the correct training, all pupils are able to benefit from the accurate use of these strategies

### Challenges

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

Challenge number	Detail of challenge
1	Pupils have significant learning needs, typically severe and complex learning difficulties. Many pupils have comorbidity of two or more diagnoses involving health and / or learning difficulties
2	We are seeing an increase of the complexity of pupil's social, emotional and mental health needs which makes it harder for some pupils to self-regulate and / or to process demands
3	By being eligible for PPG, pupils are usually experiencing family economic disadvantage which can be increased by having children with SEND
4	Supporting parents so that pupils can generalise their skills at home is made more difficult by many parents living significant distance from school and, with children brought into school by bus, the lack of daily face to face contact.

## 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
To continue to raise achievement and progress in social communication	<ul style="list-style-type: none"> <li>- EHCP Outcomes</li> <li>- Feedback via Families Questionnaire</li> <li>- Behaviour data</li> <li>- Establishment of SPARKS sessions in every class timetable, with social communication embedded throughout the week</li> </ul>
To continue to raise achievement and progress with functional literacy skills	<ul style="list-style-type: none"> <li>- EHCP Outcomes</li> <li>- Feedback via Families Questionnaire</li> <li>- Embedding the teaching of reading and writing throughout the curriculum, evidenced by monitoring of teaching carried out by SLT</li> </ul>
To continue to increase pupil independence during structured times	<ul style="list-style-type: none"> <li>- EHCP Outcomes</li> <li>- Feedback from families</li> <li>- During classroom visits and other monitoring activity, pupils are noted to be less reliant on staff and are undertaking more tasks, and tasks with greater complexity, without adult support</li> </ul>
To continue to promote high levels of mental health and wellbeing for all members of the Dysart community	<ul style="list-style-type: none"> <li>- Embedding the Essentials Toolkits for all pupils across the school</li> <li>- Maintaining the MHWB + / MHWB team structures to enable pupils displaying particularly complex profiles of need are given timely, targeted support</li> <li>- Maintaining workshops, coffee mornings, and other community events for families</li> <li>- Maintaining the family support team</li> <li>- Maintaining the school's contextual safeguarding approach, which focusses on developing and maintaining strong relationships with external agencies who support Dysart pupils, including social care, transport, and respite</li> <li>- Staff absence levels reduce over time, fewer staff are on stage 2 or</li> </ul>

	stage 3 of the sickness absence procedure
To continue to support pupils eligible for the PPG to fully catch up in their learning post-COVID	- Continuation of activity camps on the school site during holiday time with priority given to those pupils who missed most education during the COVID-related lockdown

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing employment of additional TAs to support pupils' mental health needs	Provides greater capacity for class teams to plan and implement interventions that are more personalised, leading to better outcomes for pupils	1, 2

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

Budgeted cost: £9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Our Camps' holiday camps run on school premises during holidays	Enables pupils who experience greater levels of deprivation and / or who have missed more education during lockdown to access structured learning with a focus on developing EHCP outcomes	1, 3, 4
Residential activities for older pupils, including part-funding places for pupils whose families struggle to pay the full amount	Residential visits promote stronger relationships and better levels of communication and independence as well as providing some respite for families	1, 2, 3, 4

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

Budgeted cost: £40k

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
PBS Training for members of SLT	Positive behaviour approaches lead to improved behaviour by pupils, better pupil mental health, and improved learning outcomes for pupils	1, 2
Commissioning art therapist and music therapist support for pupils	Increased capacity across the school to support pupils' mental health needs, and increased breadth of mental health support available across the school	1, 2
Employing a mental health and wellbeing support practitioner	Increased capacity across the school to support pupils' mental health needs, and increased breadth of mental health support available across the school	1, 2

**Total budgeted cost: £ 103k**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium and recovery premium activity had on pupils in the 2021 to 2022 academic year.

#### Summary of PPG and Recovery Premium Spending – 2021/2022

- Staff training in phonics, leading to better teaching of literacy for pupils across the school - £5k
- Replace the canopy in the playground, providing pupils with better access in cold / rainy weather conditions to outdoor spaces - £13k
- Re-accreditation of Team-Teach trainers, providing staff with up to date best practice in supporting pupils displaying challenging behaviour - £2k
- Occupational Therapy assistant, leading to more integrated occupational therapy in classes across the school - £7k
- Speech and language therapy assistant, leading to more integrated speech and language therapy in classes across the school - £7k
- Employing two additional Teaching Assistants to provide additional support for classes with pupils displaying complex profiles of mental health needs - £54k

### 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
Read, Write, Inc	Ruth Miskin

