



Pupil Premium Strategy Statement

What is Pupil Premium Grant (PPG)?

The aim of the Pupil Premium Grant is to support schools in raising the achievement of their most disadvantaged pupils. More specifically, it is hoped that these pupils will benefit from increased social mobility and have improved chances of accessing higher education. Schools are free to spend the Pupil Premium Grant as they see fit.

National research shows that children who have been eligible for Free School Meals, at any point in their school career, have consistently lower educational attainment than those who have never been eligible. It is self-evident that pupils claiming Free School Meals, and those who are looked after at Dysart School already fall into the key group that is vulnerable to underachievement, namely severe and complex learning disabilities.

Therefore, it can be argued that the application of the PPG can have wider benefits to all pupils at Dysart. The Pupils Premium Grant is paid to schools by Local Authorities and to Academies via the Young Peoples' Learning Agency (YPLA). The funding is calculated using the January School Census and Children Looked After Data returns. Who is eligible for the Pupils Premium Grant?

- Pupils eligible for Free School Meals (FSM); to qualify pupils must be children of families in receipt of Income Support/Job Seekers Allowance/Income Related Employment and Support Allowance/Child Tax Credit (but not Working Tax Credit) and whose household income does not exceed £16,190pa.
- Looked After Children (LAC); a child who is in Local Authority Care continuously for 6 months.
- Children with parents in the armed forces (Service Children)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	167
Proportion (%) of pupil premium eligible pupils	34.13%
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£55,328
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	£101783

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 can 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 can benefit from the accurate use of these strategies.

To expand upon pre-existing toolkit of therapies to support the students of Dysart including MHWB team staffing, drama therapy, art therapy, sound mediation and more.

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.
5	We are seeing the impact of the cost-of-living crisis, how these additional stresses and strains impact our families and our community and how these impact are resulting in poorer Mental and Physical health for our students and families.

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"> - EHCP Outcomes - Feedback via Families Questionnaire - Behaviour data - Establishment of SPARKS sessions in every class timetable, with social communication embedded throughout the week
To continue to raise achievement and progress with functional literacy skills	<ul style="list-style-type: none"> - EHCP Outcomes - Feedback via Families Questionnaire - Embedding the teaching of reading and writing throughout the curriculum, evidenced by monitoring of teaching carried out by SLT - By seeking out external expertise to further develop our evolving curriculum.
To continue to increase pupil independence during structured times	<ul style="list-style-type: none"> - EHCP Outcomes - Feedback from families - 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. - Sharing expertise and good practice through coffee morning and parental workshops. - Successful implementation of changes to the KS3 and KS4-KS5 curriculums.
To continue to promote high levels of mental health and wellbeing for all members of the Dysart community	<ul style="list-style-type: none"> - Embedding the Essentials Toolkits for all pupils across the school - Maintaining the MHWB + / MHWB team structures to enable pupils displaying particularly complex profiles of need to be given timely, targeted support. - Maintaining workshops, coffee mornings, and other community events for families - Maintaining the family support team - 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. - Staff absence levels reduce over time, fewer staff are on stage 2 or 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	<ul style="list-style-type: none"> - 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: £5K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD and professional development of the school lead by SLT and shared expertise within the academy.	As part of the SDP with have highlighted areas of the Dysart Spiral Curriculum which needs updating and developing. With having utilised our outstanding teaching staff to focus on specific areas of the curriculum. Resulting in better in-depth subject knowledge and expertise leading to greater Outreach opportunity for our linked schools in the local community.	1, 2
Ascentis Training and CPD	This academic year with the ever-evolving cohort at Dysart with are continual aspirational EHCP outcomes, more and more students are working towards more complex Ascentis Accreditation. Some of these accreditations include examinations to pass the relevant qualifications. Dysart is working with and having training provided by Ascentis to best support us with this exciting cohort of learners.	1, 2, 4
Early Bird Training	Through the EarlyBird programme, parents and carers will learn more about autism, and discover new ways to support their child, following a diagnosis. Topics include: improving communications and interactions with children under five. using structures to support their child in a range of settings and situations.	1, 2, 3, 4, 5

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

Budgeted cost: £14k

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 pupils across the school, 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
Read Write Inc	Continuing to develop our Dysart Spiral curriculum further external expertise to address areas of development within our curriculum	1, 5
Evolving our Post 14 Ascentis informed Curriculum	Continuing to diversify the qualification with offer as a school and external training provided by Ascentis allows for us to successfully as possible implement these changes to our curriculum and therefore our students learning.	1, 5

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

Budgeted cost: £87k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Commissioning Drama Therapist and Sound Bath technicians for further support of pupil	Increased capacity across the school to support pupils' mental health needs, and increased breadth of mental health support available across the school. Developing our school toolkit to support students who has experience trauma or learning difficulties an alterative way to express themselves and communicate.	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
Introduction of a Senior Child Protection and Welfare Lead	Further developing our Safeguarding Team to better support our ongoing safeguarding monitoring and protection of students and their families. We understand that there are growing safeguarding for our students and in the local community. Adapting our Senior Leadership so our DSL can now solely focus on these needs are crucial.	1, 2, 3, 4, 5

Total budgeted cost: £ 106k

Action Plan

1. The ongoing development of our Dysart Spiral Communication and introduction of our SCERTS informed curriculum skills ladders in the areas of social communication and emotional regulation. This will allow for better monitoring and sequenced learning across the school, resulting in fewer gaps in students learning.
2. The second year of the rolling out Read Write Inc across the school will continue to be successful with teachers and students now more confident of the expectations in relation to the curriculum. We will be able to further adapt the learning to better support all students across the pathways of our curriculum.
3. Like the point above our understanding of the teaching and delivery of the curriculum will continue to develop from previous years. This will only be beneficial for students to further support their development in writing, if appropriate.
4. As mentioned previously throughout the report Dysart are working tirelessly to develop their existing curriculum including intent across different areas of the school. No where is this more prevalent than in KS3-KS5. With a whole new curriculum for KS3 focusing on the functionality of existing skills as they transition into adulthood. We will continue to bring our parents as well as students along during this development process to really discuss aspirational outcomes for our students post-Dysart and this fundamentally is independence to an appropriate level for that young person's needs.
5. We have seen the impact of a post-Covid Dysart and we are working to maintain relationships with parents and students to keep our outstanding attendance record. However, there is undoubtedly trauma in our community stemming from the pandemic and we are working with all stakeholders of the school to rebuild after this difficult time.

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
Ascentis Training	Elizabeth Mullins
Early Bird Autism	National Autistic Society

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 2022 to 2023 academic year.

Summary of PPG and Recovery Premium Spending – 2022/2023

- Employing two additional Teaching Assistants to provide additional support for classes with pupils displaying complex profiles of mental health needs - £54k
- 'Our Camps' holidays groups for students run on school premises. - £4k
- Residential activities for older pupils, including part-funding places for pupils whose families struggle to pay the full amount - £5k
- PBS Training for members of SLT - £2k
- Commissioning art therapist and music therapist support for pupils - £3k
- Employing a mental health and wellbeing support practitioner £35k

Total £103K

Objectives in spending PPG for 2022-2023

1. To continue to raise achievement and progress in social communication.
2. To continue to raise achievement and progress with functional reading skills.
3. To continue to raise achievement and progress with functional writing skills.
4. To continue to increase pupil independence during structured times.
5. To continue to support pupils eligible for the PPG to fully catch up in their learning post-COVID

Actions

1. To continue to reflect upon are existing curriculum and whilst evolving are curriculum not loss sight of the bespoke and personalized learning that have been so successful for our student's communication. "Not one a one size fits all approach".
2. Reflect on the progress with have made with the develop of the literacy curriculum. Utilize the new Literacy leaders and how can they monitor prolonged progress for our students.
3. Increasing learning walks and monitoring lead by this leader to see if training from external providers is being successful implemented.
4. Build upon the feedback from the Career Impact Review on what we are doing well but bridge the gap between the Ks3 and KS4-Ks5 curriculums.
5. Work with parents and guardians to rebuild confidence and relationships with school as concerns are growing for family being more confident to take young people out of school for extensive periods of time.

Externally provided programmes

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Programme	Provider
Read, Write, Inc	Ruth Miskin
Careers Impact Review	The Careers and Enterprise Company

