Text

Description automatically generated Pupil Premium Action Plan 2023-2024

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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 – 2024  R-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.** | | | | | | | | | | |
| **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** | | | | | | | | | | |
| **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** | | | | | | | | | | |
| **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 Williams  Kate Hubbard | | Each September |