

Pupil premium strategy statement

This statement details The Dales 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.

School overview

Detail	Data
School name	The Dales School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sue Fisher
Pupil premium lead	Sue Fisher
Governor / Trustee lead	Ann Jolley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,480
Recovery premium funding allocation this academic year	£11,358
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	£182,000

Part A: Pupil premium strategy plan

Statement of intent

At The Dales School, we have high expectations and ambitions for all pupils, including those eligible for pupil premium funding. We prioritise building on our children's actual starting points and secure prior learning when designing our curriculum and assessment, school development plan and pupil premium strategy.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we believe that high-quality teaching and therapeutic interventions and support that is focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our focus is on a tiered model of activities that will:

- support learners with support the high quality of specialist teaching and universal therapeutic support
- provide targeted therapeutic support
- provide targeted academic support
- deals with non-academic barriers to success in school, such as attendance, behavioural and social and emotional support, working closely in partnership with parents/carers, health, educational and social care professionals.

The Dales School also ensures that all pupils have every opportunity to make progress by prioritising support of parents and carers of PP pupils.

Family Partnership staff members and designated members of the class team speak with families weekly and ensure close working to optimise learning and development.

Challenges

Challenge number	Detail of challenge
1	Although our analysis does not show a difference between progress outcomes for disadvantaged pupils (PP) and all pupils overall, we are aware that the numbers of pupils who qualify for PP is very high, and this will affect data analysis. Qualitative and less formal analysis highlights that groups of pupils have needs in specific areas that impact outcomes that are related to their additional needs and their lived experiences and disadvantage. Designing interventions to support such diverse needs is challenging but we believe that focusing on life skills, specifically communication, and basic skills, specifically reading, will support all PP children to optimise progress and meet their potential.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally experience speech, language and comprehension difficulties. Speech and language needs are not addressed by our NHS therapy provision which is individual intervention based.
3	Our assessments, observations and discussions with pupils highlight that our disadvantaged pupils generally have challenges around communicating and expressing themselves than their peers, including non-verbal, limited language and social interaction difficulties. Social communication needs are not overtly addressed by the NHS's SaLT offer.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and discussions with pupils highlight that our disadvantaged pupils generally have sensory and/or self-regulation needs that impact on their ability to concentrate and engage in learning opportunities.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop independence skills.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic significantly. These findings are backed up by several national studies.

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
Improved progress for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>No progress gap between disadvantaged pupils.</p> <p>Pupil's reading skills improve and progress in reading increases year on year.</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	<p>Assessment of pupils' language comprehension shows no disparity in outcomes between disadvantaged pupils and their peers in our school.</p> <p>Pupil's verbal and reading comprehension improves year on year and this positively impacts progress, attainment, engagement and behaviour for learning.</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more and safely with their wider community.	Through observations and discussions with pupils and their families.
Disadvantaged pupils engage in learning opportunities.	<p>All disadvantaged pupils access universal OT based principles across their school day.</p> <p>Some disadvantaged pupils access individualised OT support according to individual need.</p>

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: **£150,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a Literacy Teaching and Learning Teacher to develop and improve reading, writing and numeracy intervention.</p> <p>This teacher will engage with support and high quality CPD to deliver targeted interventions in reading, writing and number.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>1</p>
<p>SLA to create a 0.8 Band 7 OT post and a further 0.2 Band 6 role in school.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	<p>5, 6</p>
<p>SLA to create a Band 7 Speech and Language Therapist (SaLT) 0.8 post in school, and further Therapy Higher Level Teaching Assistant posts.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2, 3</p>

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum offer, even when pupils were not in school, via curriculum, therapy equipment and IT resources. However, it was challenging to provide the same level of differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to the progress, behaviour, well-being and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service children's families were such that we initiated weekly catch-up calls, home visits and coffee mornings for their parents/carers with our Parent Partnership Team.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. These will include:

- Arts, including Music and Drama, activities and projects that add to pupils lived experiences and supports the school's commitment to raising cultural capital.
- Community based projects (e.g. The Train) and opportunities for pupils to work alongside and visit local businesses and landmarks.
- STEM projects based both in and out of school to engage pupils in STEM and raise attainment and aspirations.
- Community and Parent support activities (e.g. playgroups and family cookery sessions and family dining). We are mindful of the cost of living and wish to provide opportunities to engage with and support the local community and families.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated the extent to which activities undertaken in previous years had or had not had the degree of impact that we had expected. Factors supporting progress and minimal impact were analysed and learning added to plan our next steps.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We considered several reports, studies, and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also considered studies about the impact of the pandemic on disadvantaged learners. The pandemic has also provided further insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with some 'harder to reach' parents/carers as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make further adjustments and quality improvements to secure better outcomes for our pupils over time.