

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	St Dominic's School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	46% (21/22), 30% (22/23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021 (Updated December 2022)
Date on which it will be reviewed	October 2023
Statement authorised by	Vicky Perry
Pupil premium lead	Nina Clarke
Governor / Trustee lead	Julian Short

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,110
Recovery premium funding allocation this academic year	£60,560
School-led tutoring grant (EFA allocation for 2022/23 is 65% of expected spend of £32,538)	£21,150
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	£131,820

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding (as well as School Led Tutoring and Recovery 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 do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Self-regard as a learner and perceived capability
- Response to curriculum demand
- Mental health and emotional resilience

At the heart of our approach is high-quality input that supports our disadvantaged pupils to develop their self-esteem and confidence in themselves as learners. We are combining this with high-quality teaching focussed on areas where 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 strategy is integral to wider school plans for education recovery and catch up. We will provide disadvantaged pupils with opportunities to develop their independence skills, enrichment skills through cultural capital and careers encounters by accessing the wider world through educational trips and visits.

We will provide further support and input for the mental health needs of this cohort through specialist, targeted and universal provision.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will inform us of their academic, social, emotional and mental health needs and help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Whilst most recent assessments do not show that disadvantaged pupils generally make less progress from their starting points, all pupils and students experience barriers to learning that can impact progress and attainment.</p> <p>Our assessment, observations and discussions show that the vast majority of our pupils and students experience low confidence as learners (often due to previous educational experiences). This is even higher in our disadvantaged cohort. Poor overall mental health, low self-esteem, challenges outside of school and a fear of failure are all barriers to learning in this cohort (this is then combined with an autism diagnosis and associated co-morbidities such as SLCN and dyslexia). Pupils and students need to develop behaviour for learning which supports higher engagement, greater access to the curriculum and therefore attainment.</p>
2	<p>Our assessments, observations and discussion show our SEN cohort have previously existing social, emotional and mental health co-morbidities. In general, wellbeing, mental health and safeguarding concerns have increased since the start of the pandemic. Pre-pandemic our rate of concerns raised about mental health for our disadvantaged cohort was on average 1.4 per week compared with 0.8 per week post pandemic (2021). We intend to reduce this number further. 35% of Pupil Premium pupils are receiving support from Child and Adolescent Mental Health Services.</p>
3	<p>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 and enriching careers encounters. This, combined with a diagnosis of autism, means that they are not easily able to access their community or participate in cultural capital experiences without our specialist support.</p>
4	<p>Our data shows that our disadvantaged cohort may have greater challenges accessing technology at home and therefore curriculum resources for learning. For homework tasks, continued learning, revision and remote learning due to Covid restrictions, technology access at home) is vital.</p>
5	<p>Our data shows that attendance for our disadvantaged cohort (excluding March 2020-March 2021) is lower than attendance for all pupils. For September 2022 to October 2022 (Autumn 1 Term), the attendance of disadvantaged pupils is directly comparable to that of the whole school, 88.02%; the attendance of the whole school needs to improve (target 91.0%) whilst ensuring that the cohort considered disadvantaged do not fall behind.</p>

## 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
<p>Staff are upskilled in the relevant areas of SEN and mental health and are able to meet the needs of pupils and students. Staff are skilled at delivering high-quality teaching that fosters confidence in pupils and presents the right level of challenge to increase pupil confidence in themselves as learners. This is reflected in improved pupil attainment outcomes for all groups and specifically disadvantaged pupils.</p>	<p>High quality teaching is consistent across the school and established for new staff joining the school through:</p> <ul style="list-style-type: none"> <li>• Ongoing training plan implemented with all staff on clear training pathways, including in-house and external training.</li> <li>• Specific training for all and targeted supervision delivered regarding how to support mental health in pupils and staff.</li> <li>• Targeted curriculum support in an increased number and range of literacy, numeracy and needs led interventions required to support individuals to build confidence and experiences of success as a learner.</li> </ul>
<p>To have enhanced curriculum and progress tracking software to support assessment and monitoring of pupil attainment against academic outcomes and progress in non-academic (needs led) outcomes and develop a school dashboard where this can be viewed alongside other data markers such as behaviour, attendance, progress in EHCP outcomes and interventions.</p>	<p>Updated assessment system (known as SAVI) and enhanced needs led curriculum ready for use in 2021/22. Data analysis dashboard developed and embedded; disadvantaged pupils' and students' holistic progress is tracked termly, and they continue to perform at least in line with their non-disadvantaged counterparts.</p>
<p>In maths and English, pupils receiving pupil premium funding continue to close the gap on age related expectations. Progress and attainment continue to improve for all pupils and students in these outcomes.</p>	<p>In English and maths disadvantaged pupils demonstrated greater progress than their non-disadvantaged counterparts. Additional literacy and numeracy intervention will be available to disadvantaged pupils who are not closing the gap against their age-related expectations in order to accelerate progress. All pupils will make increased progress in reading through 'accelerated reader'.</p>
<p>Pupils and students will have increased opportunities to access cultural capital experiences, curriculum enrichment and careers encounters.</p>	<p>A timetable of educational trips and visits in line with the curriculum designed by the Lead for Fundamental British Values and Cultural Capital. This will include a curriculum to prepare pupils for residential trips reflecting an increase in independence.</p> <p>A programme of careers encounters and visits to work settings designed by Careers Guidance Practitioner.</p>

<p>Pupils and students are provided with targeted support for their social, emotional and mental health needs and are fully supported to develop skills for self-development.</p>	<p>Pupils show an increase in social and emotional wellbeing as well as developmentally appropriate life and self-help skills.</p> <p>Pupils and students will be able to access an increased range of interventions such as rebound therapy and play therapy to support mental health and emotional wellbeing both individually and at the universal level.</p> <p>Increased scores on Pupil Attitude to Self and School (PASS) assessment relation to self-regard as a learner and perceived curriculum demand.</p>
<p>Pupils and students will demonstrate improved behaviour for learning.</p>	<p>A continued and sustained reduction in negative behaviours and greater engagement in learning activities.</p> <p>Disadvantaged pupils demonstrate behaviour for learning measured through POINTs. Internal inclusions, suspensions and number of behavioural incidents will show an overall reduction in each area in line with their non-disadvantaged counterparts.</p> <p>Pupils have a behaviour reward system that is meaningful and worthwhile to support a reduction in negative behaviours and increase desired behaviour for learning.</p>
<p>Greater access to learning for disadvantaged pupils through access to technology both in school and at home.</p>	<p>All disadvantaged pupils will have access to their own iPad (years 3-5), Laptop (years 6-8) or Chrome Book (years 9-14), enabling full access to curriculum resources.</p>
<p>Attendance improves against all schools nationally and is above the national average for special schools. PP pupils attend in line with non PP pupils.</p>	<p>PP Pupils attend regularly and as a result continue to make expected progress in relation to their starting points and access the full breadth of the school's provision.</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader programme introduced for pupils in Years 3-8 through daily guided reading.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p>Staff training supports mastery-based learning approach and effective diagnostic assessment.</p>	<p>Mastery based explicit teaching on non-academic outcomes develops social interaction skills and independence in learners with ASD:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p>	<p>1, 2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
Whole school staff training on supporting pupils and students with their mental health, positive behaviour support training (PBS) and 'mental health first aid' training and 'trauma informed schools'.	Mental wellbeing and emotional resilience improve preparedness for learning and perceived learning capability. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 5

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

Budgeted cost: £71,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding (incorporating school led tutoring grant) of increased literacy and numeracy intervention to ensure pupils continue to be supported and are closing the gap on age related expectations. Additional training for those staff delivering interventions.	Individual support in some subjects can increase confidence in the classroom.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
A range of aspiration interventions including careers encounters in school such as visits and demonstrations from market and industry leaders, as well opportunities to experience the wider world of work, both of which link to specific curriculum content.	Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	3
Staff supervision sessions to further support those working with high profile pupils and students.	Mental wellbeing and emotional resilience improve preparedness for learning and perceived learning capability.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2

	<a href="#">learning-toolkit/social-and-emotional-learning</a>	
Supported personalised timetables (if necessary) to maintain engagement with education and offset any potential dis-affectation through newly established 'ready to learn' provision.	<p>Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full payment or subsidised payment for school trips, residential journeys, careers experiences and encounters and curriculum enrichment opportunities (e.g. Rock-steady Music) that support and enhance curriculum learning.	<p>Multi-modal learning supports understanding and retention of the curriculum. Pupils with ASD require kinaesthetic and visual learning experiences.</p> <p>Pupils need opportunities to develop their independence skills and practice these in real world situations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 5
Full payment or subsidised payment for school uniform/shoes, including PE kit, if required.	<p>Whilst the research base supporting the impact uniform has on behaviour and progress is limited, having the right uniform can support behaviour and ethos for the whole school community through a culture of high expectation. Families at a socio-economic disadvantage should be supported with</p>	5



	<p>access to learning in the school environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	
<p>Programme to provide technology for disadvantaged pupils and develop effective home learning behaviours and environments to increase curriculum access and independence on a 1:1 basis.</p>	<p>Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	4

**Total budgeted cost: £131,820**

## 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 2021 to 2022 academic year.

#### Outcomes for Key Stage 2 and 3 pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations:

- In English Grammar, Punctuation and Spelling, 9 pupils were able to access the test (with 2 pupils achieving the standard).
- In English Reading, 6 pupils were able to access the test (with 1 achieving the standard).
- In Maths, 4 pupils were able to access the test (with 2 achieving the standard).

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Of those who achieved the standard in English (GPS) and Maths, 1 (50%) was pupil was disadvantaged,

#### Outcomes for Key Stage 4 and 5

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4, compared to other similar pupils nationally) has been 'suppressed' as less than 5 pupils were eligible for this measure. The same applies to Attainment 8 (which is a measure of GCSE attainment across 8 subjects), which means that it has not been possible to compare disadvantaged pupils with the wider cohort.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Key stage 4 results and our internal assessments suggest that, in contrast to the national landscape, the progress and attainment of the school's pupils in 2021/22 was above our expectations, with a strong set of qualifications achieved in 2021-2022. In total 108 qualifications were achieved by our year 11 pupils and Sixth Form students, including 58 GCSEs, in 11 different subject areas across 4 different levels. In fact, 100% of pupils taking GCSE or equivalent qualifications attained at least a grade 4 or Pass in 1 or more subjects. Of the KS4 cohort, 66.7% of the cohort were considered disadvantaged, as were 62.5% of the KS5 cohort.

Wider outcomes, for primary and secondary pupils:

Our assessment using the Pupil Attitude to Self and School (PASS) indicates that the vast majority of pupils are reporting moderate to high satisfaction with their school experience. The PASS shows us that for pupils in years 3 – 6, 74.5% are positive in their feelings about school. 64.3 % of pupils in years 7 –11 are positive in their feelings about school and 70.3% of students in Sixth Form are positive in their feelings about school. Pupils in years 3- 6 show a lower positivity response rate in relation to their confidence in themselves as learners. This is often a pattern we see due to the nature of their previous educational experiences (exacerbated by the impact of Covid on their education prior to starting at St Dominic's School).

We are confident that the work we have already done and the work we continue to do supports pupils with their mental health and helps build their emotional resilience as learners. We have increased the capacity of our counselling team and whilst we still have high numbers of pupils needing this service (due to the reduction in support from external services) we are able to meet this need with greater expediency. We have continued to seek training for staff in relation to supporting young people's mental health and seen a greater number of staff take up the opportunity of clinical supervision.

We have been able to offer pupils and students many opportunities for experiences related to cultural capital and have seen high levels of uptake in terms of pupils taking an active part in school events and trips and visits. The success of the History trip abroad and the fact that this year's pupils are already talking about when they can go is testament to the fact that they are confident about trying new

things with the safety of SDS staff support. We also had a successful Career's Week and Year 11 Work Experience. All year 11 pupils were able to access a work experience placement, and some did so independently. Career's week allowed pupils and students the opportunity to see and speak to professionals from a range of job roles including the Royal Marines and animal handlers.

## 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*

<b>Programme</b>	<b>Provider</b>
n/a	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a