

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St. Dominic's School
Number of pupils in school	158 (153 22/23)
Proportion (%) of pupil premium eligible pupils	31.6 % (23/24) 30% (22/23) 46% (21/22)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22, 2022/23, 2023/2024
Date this statement was published	TBC December 2023
Date on which it will be reviewed	October 2024
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	£52,200
Recovery premium funding allocation this academic year	£72,068
School-led tutoring grant (EFA allocation is 50% of expected spend of £18,330)	£9,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	£133,433

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 develop their self-esteem and confidence in themselves as learners. We are combining this with high-quality teaching 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 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. 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.</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"> • Ongoing training plan implemented with all staff on clear training pathways, including in-house and external training. • Specific training for all and targeted supervision delivered regarding how to support mental health in pupils and staff. • 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.
<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. Disadvantaged pupils 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</p>

	<p>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, exclusions and number of behavioural incidents that shows 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>
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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: £41,000

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>The Needs Led Curriculum is being updated and expanded to ensure that it continues to be sufficiently broad, balanced and relevant to the needs of pupils and students at St Dominic's school. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>

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

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

Budgeted cost: £37,000

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2

	learning-toolkit/social-and-emotional-learning	
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2

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

Budgeted cost: £55,433

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. Rocksteady 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 5
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.	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	4

	gap in attainment for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
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Total budgeted cost: £133,433

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 2022 to 2023 academic year.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Attainment Data

SATs

- In English (GPS), six pupils accessed the test, and three pupils achieved the standard. None were disadvantaged.
- In Reading, six pupils accessed the test, and three pupils achieved the standard. One pupil was disadvantaged.
- In Maths, six pupils accessed the test, and three pupils achieved the standard. None were disadvantaged.

Yr 11 exam results

- PP recipients (9 pupils/ 52% of cohort) achieved a total of 53 qualifications, of which 32 qualifications were at Grade 4 and above.
- Non-PP recipients (8 pupils / 48% of cohort) achieved a total of 48 qualifications, of which 24 qualifications were at Grade 4 and above.

Destinations

- 100% of pupils who left Yr 11 went into further education or employment
- Out of the non-PP recipients, four remained at St Dominic's, three went into further education and one went to a NATSPEC setting

- Out of the PP recipients, four remained at St Dominic's and five went into further education.

Assessment Data

We have also analysed our disadvantaged pupils' wider developmental outcomes, drawing on our own assessments and observations.

From our Numeracy assessment data, we can see that of the PP pupils who were able to access the Sandwell test in Autumn 2022:

- 20 pupils were Working Towards Average (WTA)
- 12 pupils were Working Within Average (WWA)
- 4 pupils were Working Above Average (WAA)

Of the pupils who accessed the test in Summer 2023:

- 23 pupils were WTA
- 10 were WWA
- 1 was WAA

The Accelerated Reader programme commenced and embedded through lower school with upper school pupils accessing the MyOn digital library. Friends of St Dominic's – the school's PTA – have raised funds which have been utilised to purchase additional book packages to appeal to a range of abilities and interests.

The impact of this has been that, in the Summer term York tests, pupils showed significant improvement in reading comprehension.

When averaged across the whole school, pupils made 14 months of progress between December and June. This is significant given the range of needs of pupils.

From our Interventions data, using the four areas of need as classifications for interventions (such as SaLT, OT, Counselling, ELSA), we found:

- Out of a total of 72 Cognition and Learning interventions delivered last year, 25 sessions were delivered to PP recipients.
- Out of 104 Communication and Interaction interventions, 47 were delivered to PP recipients.

- Out of 111 Physical & Sensory interventions, 55 were delivered to PP recipients.
- Out of 81 Social, Emotional and Mental Health interventions, 35 were delivered to PP recipients.

From our analysis, we were able to see that the only area of need where intervention staff rated the average outcome as 'less than expected' was for PP recipients under the category of Cognition and Learning. Upon investigating this further, this was particularly the case for Numeracy interventions. It is important to note that the outcome rating is subjective, and thus considers expectations relating to the SEN of the child. We are also aware of part of the PP cohort who have experienced difficulties with engaging with interventions. This is an area we have identified we need to look into further, to ascertain whether there are barriers which PP pupils may face in engaging with interventions, and if so, how we can support them to overcome these.

School-Led Tutoring and Summer Enrichment

Across February half term, Easter and May half term, we delivered 299 hours of tutoring through the school-led tutoring programme. We paid for 360 hours of term time tutoring totalling 659 hours of tutoring in total. Pupils were offered tutoring using a metric designed to prioritise those who were most academically disadvantaged. 34 pupils benefitted from this tutoring. The school put in additional measures to ensure that the most disadvantaged could access it, such as providing transport so that they could attend the holiday sessions. In addition to the school-led tutoring, the school used some of the recovery premium to run additional in-term and out-of-term enrichment and extra-curricular trips. This included six days of provision in the summer holidays.

Access to Technology

100% of pupils in years 9, 10, 11, 12, 13 & 14 have use of their own allocated Chromebook. 100% of pupils in years 3, 4, 5 & 6 have access to class sets of iPads.

Pupils in years 7 & 8 have shared use of one class set of iPads and a shared trolley of laptops, however we have more iPads and more laptops on order, in a hope that all pupils will have access to their own allocated device across the whole school.

There are currently no families who have identified that they do not have internet access at home.

Enrichment and Careers

A new framework document for Lessons Outside the Classroom is now in place which underpins our drive to enrich the curriculum with events, visitors, visits and trips.

In 2022-23 all 6th Formers had the opportunity to participate in a residential trip to Calshott, a party of Year 11s had a three-day trip to Berlin, and two groups of Year 10s spent a night in Wales. Every tutor group had a local visit.

Year 5, Year 9 and Year 10 all had lessons on the Battle of Hastings with a historical re-enactor.

The whole school shared in the experience of attending a sporting event when the staff from Upper and Lower school played their annual football match.

All pupils took part in careers week. Careers week gave pupils and students the chance to visit workplaces and listen to visiting speakers from a variety of employment backgrounds. Upper school pupils were introduced to representatives from colleges and training organisations.

Year 11 pupils took part in a week of external work experience. Placements included, cafes, retail outlets, garages, a drama company and the University of Surrey.

To ensure equal access to workplace opportunities, equipment and clothing e.g. steel toe capped boots were purchased by the school for some pupils.

In addition to the core careers week offer, upper school pupils have visited apprenticeship and school and college leaver events held locally.

Career encounters and visits are embedded within the subject curriculum and this year pupils and students have had opportunities to visit a conference on Careers within the Gaming Industry, a Construction festival and sixth form students have partnered with a local brick making company to design and produce bricks for a school sign. Guest speakers to school have included Hall Hunter, a local fruit farm and Clarity AI who ran a interactive workshop engaging pupils about the future use of AI.

Behaviour

In 2022/23 pupils eligible for pupil premium were responsible for a higher proportion of behavioural incidents than their non-pupil premium counterparts:

Negative Behavioural Events	PP pupils (29% of cohort)	Non-PP pupils (71% of cohort)
Autumn 22	47%	53%
Spring 23	43%	57%
Summer 23	44%	56%

Despite this, the number of positive slips given to pupils eligible for pupil premium was also higher than their non-disadvantaged counterparts:

Positive Behavioural Events	PP pupils (29% of cohort)	Non-PP pupils (71% of cohort)
Autumn 22	43%	57%
Spring 23	46%	54%
Summer 23	43%	57%

There were no permanent exclusions during 2022/23. There were 13 fixed term suspensions overall with an overall suspension rate of 12.3 demonstrating PP pupils were less likely to receive a fixed term suspension as a response.

Suspensions	PP pupils (29% of cohort)	Non-PP pupils (71% of cohort)
Number	5	8
Suspension Rate	9.2	14.25
National rate for FSM pupils (21/22)	16.02	4.26
National rate for pupils with EHCPS (21/22)	17.63	

Safeguarding

Concerns are categorised on our cloud based safeguarding platform; data extracted for the 8 concerns with highest prevalence shows the PP cohort as a percentage of the whole school cohort.

Wellbeing concerns – 28%

Suicidal Thoughts – 31%

Sexualised language - 28%

Self Injury – 38%

Relationship / friendship concerns – 38%

Mental Health concerns – 27%

Family issues 32%

Emotional health – 30%

The average proportion of safeguarding concerns (31%) is in line with the proportion of PP pupils at school, meaning that from a safeguarding perspective, the PP cohort can be, overall, considered as no more at risk or disadvantaged.

Please note that we intend to include data using the results from the PASS (Pupil attitudes to school and self) data, but this is pending.

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
n/a	

Service pupil premium funding (optional)

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

Measure	Details
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?	