

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	Dawn House School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jenny McConnell Principal
Pupil premium lead	Ben Norman
Governor / Trustee lead	Neil Maslen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000
Recovery premium funding allocation this academic year	£31,314
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,459
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	$£31,000 + £31,314 + £5,459 = £67,773$ Spent = £67,690

Part A: Pupil premium strategy plan

Statement of intent

At Dawn House School, we believe in engaging children in active learning that contributes to their successful futures. We aim to develop a can-do approach to problem solving and support pupils to communicate confidently. Our curriculum aims to enable our pupils to make a positive contribution and to aspire to meet their full potential in all aspects of life at Dawn House School and beyond.

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 do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

Our approach centres around 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have significant learning disabilities and an EHCP
2	Pupils have limited interaction and communication skills - as a school specialising in speech, language and communication needs, we know from the initial assessments that this is an area pupils need significant support in to make progress academically. This can also lead to pupils finding it difficult to regulate their emotions.
3	Limited independence skills - Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
4	Limited access to enrichment experiences - 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	Complex emotional wellbeing issues - Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around low self-esteem, emotional literacy, building relationships and resilience.

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
PP pupils to be given opportunities to raise aspirations through ambitious, relevant and appropriate curriculum opportunities.	Pupils make significant progress towards EHCP outcomes through quality first teaching, access to external providers, small groups and various learning experiences.
Provide support to all families and pupils to improve attendance, mental health and wellbeing.	Attendance to be in line with national average for SEN schools.
PP pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	PP pupils have an increase in the number of community visits and enrichment activities.
PP pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and independent careers guidance	PP pupils are provided with work experience opportunities and access independent careers advice. Reduce levels of NEET by ensuring all pupils access appropriate provision post Dawn

	House School leading to increased levels of meaningful employment
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an Outdoor Learning Space and Reading Garden - £7000	Promoting a love of reading and literacy throughout the school through the provision of an outdoor learning and reading space. Providing new environment for teachers and staff to utilise to engage pupils further. reading_for_pleasure.pdf (publishing.service.gov.uk)	1, 3, 4 and 5
Creation of new IT suite within Primary area and school bank of laptops - £18,000	Our pupils greatly benefit from the use of IT and in a digital world confidence in this area leads to opportunities in employment and supports independence. What Is the Importance of IT in Education Today? (apexcomputing.co.uk)	1, 2 and 3

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

Budgeted cost: £21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy	Art therapy encourages children and young people to better understand	1, 2 and 5

	<p>thoughts, feelings and behaviours. By creating images and objects, children and young people can begin to see the thoughts and feelings they have inside and then be supported by the art therapist to better understand themselves and find solutions. Findings demonstrated that the arts can potentially impact both mental and physical health.</p> <p>What is Art Therapy and its Benefits Priory (priorygroup.com)</p>	
<p>Forest Schools</p>	<p>Research suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>The Benefits of Forest School (forestschooltraining.co.uk)</p>	<p>1, 2, 3, 4 and 5</p>

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

Budgeted cost: £21,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Careers support and training as part of a larger careers curriculum	EEF has shown that careers education is likely to improve students self-efficacy, self-confidence, decision making skills and career competencies Careers education EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
Samba Sports	Broaden the sporting opportunity available to pupils – raising self-esteem, confidence and social opportunities. Physical activity EEF (educationendowmentfoundation.org.uk)	1, 2, 4 and 5

Total budgeted cost: £67,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2022-23 academic year our disadvantage pupils across the school benefited greatly from our Forest School and Samba Sports provisions. Additional activities such as these helped to engage learners, develop self-esteem, capture interests and develop friendships. During our July 2023 Ofsted inspection our personal development opportunities and use of such external organisations was praised and the positive impacts for our pupils acknowledged. To develop this area further we will be completing work to ensure progress towards pupils ECHP targets within these provisions are shared and reviewed.

In relation to the attainment of our disadvantaged pupils our assessment system during the previous academic year meant it was challenging to provide accurate and worthwhile data in which to confidentially make judgements relating to pupil progress across all areas of our curriculum. For the 23/24 academic year we have implemented a new forms of assessment and improved the digital tool which we use to carry out our assessments. This will now allow us to produce accurate data across all subject areas which will allow for judgements to be made in confidence relating to the attainment of disadvantaged pupils.

All pupils in Y10 and above accessed individual careers guidance interviews throughout the academic year which helped to prepare and support them for their next steps. They also when relevant had the opportunity to participate in internal work experience opportunities. 100% of disadvantage pupils who left us in September went onto a college placement, showing that our input supported them accordingly in ensuring they accessed appropriate next steps.

Through the work of our wellbeing team, therapy team and the pastoral support delivered by all staff at Dawn House School our disadvantage pupils are supported wherever required, with self-regulation promoted and pupils have ever increasing levels of independence and resilience throughout the school.

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	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?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.