

**Dawn House School**  
**Pupil Premium Funding Strategy**  
**2016 -17**

In the absence of data from local authorities RAISEonLINE report indicates that for the year 2015/2016 57.4% (27) students of compulsory school age were eligible to receive Pupil Premium Funding, of whom 4 are looked after children. RAISE report (2016) indicates the age range of those eligible for FSM was spread across the school with three pupils in the primary department; eight in key stage 3 and sixteen in key stage 4.

This would indicate that the school should have received pupil premium of £26,785 in reality we received £25,142

For the year 2016 -17. From the school's internal calculations we believe we have 12 pupils in the Secondary department eligible for Pupil Premium, we have 3 pupils who are Looked After and 2 pupils who are entitled to Pupil Premium Plus. We expect to receive £18,025. We have also carried forward £17,961 from the year 2015-2016 due to the fact that this allocation, based on previous allocations was unexpected and paid into the school budget in late March 2016.

(Update – £9,219 (+ £17,961 carried forward) received up to 30<sup>th</sup> January 2017)

One of the main barriers to education faced by eligible pupils at the school is mental health and well-being. Research shows that Young People with Speech, Language and Communication Needs (SLCN) are 3 times more likely than their peers to have mental health issues and recent figures from the Youth Justice Service indicate that 60 to 90% of prison inmates have SLCN.

At Dawn House we understand that Pupil Premium Funding for children eligible for free school meals is intended to focus on the attainment gap and the focus of Pupil Premium Plus Funding is intended to focus on children's social and emotional and wider needs.

However, at Dawn House, issues around the mental health and well-being often become the barriers to learning and hence the attainment gap develops. Without social and emotional support many pupils are unable to access the curriculum.

Children with SLCN, children in Care and children who are permanently placed particularly struggle with:

- Attachment relationships with adults
- Managing their peer relationships
- Managing their feelings and behaviour

- Coping with transitions
- Developing their executive functioning skills

It is with this in mind that the following is the planned spending and impact of the Pupil Premium and Pupil Premium+ Funding for the year 2016/2017.

Below are the Objectives from the whole school improvement plans to which this strategy relates:

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
Redefine the wellbeing team and Implement a tiered system of referral and support	Needs defined Protocol for tiered system produced Staff Training System Monitored JDs of well-being team rewritten	Year 16-17 then ongoing	TH/JMc	MB	All pupils having wellbeing and mental health needs supported by school within a structured system
Develop a supportive project that focusses on the well-being of girls across the school	Recognition of a need for emphasis on girls' well-being across the schools as they are in a significant minority. Well-being team to support girls and their families Baseline and monitoring tool identified and used alongside interventions	Year 16/17 and ongoing	TH/KL/KH	JMc	Increased well-being of girls Girls feel fully included and empowered in school Progress for girls continues to be at least good and at least on a par with that of their male peers. Attendance for girls increases.

Targeting PPF and PPF+ spending within the whole school objectives and Impact measures: Estimated Funding £35,986

Pupils entitled to PPF and PPF+ to be identified within the referral process and to be supported at Tier 2 and above			
Action	Process	Costings	Impact Measures
Psychotherapist to train Pastoral support staff in how to offer well-being support at Tier 2	Whole staff training on brain functioning and the teenage brain – Jo Stockdale	£1,195	Whole staff knowledge on functioning of teenagers increased - <i>Training successfully undertaken on .....</i>
	Psychotherapist support and training – 12 hours	£1,680	Staff with pastoral responsibilities have increased knowledge, skills and confidence in supporting pupils with mental health and well-being
Psychotherapist to support all PPF and PPF+ students directly or through family support	Psychotherapist time 32 hours	£4,480	Improved well-being for pupils, individual indicators of improved access to learning via basket of indicators for each pupil – Progress in learning and access to learning, reduction in incidents, reduction in Cause for Concern referrals, increase in attendance. Evidence of PPF and PPF+ pupils making at least the same or better progress than their peers.
	Family support worker	1 day per week inc on costs £7,000	
Development of Tier 3/4 support	Staff training – Learning Mentor and FSW to undertake DSL Training	£550 + £400 travel and accommodation	Staff within Tier 3 and 4 (LM and FSW) to be able to identify and support where a higher level of intervention and support is needed for pupils. Increased confidence in decision making for LM and FSW. - <i>FSW DSL training completed on 2<sup>nd</sup> and 3<sup>rd</sup> November 2016</i> - <i>LM DSL training booked for....</i>
	Learning Mentor to undertake Counselling Training with Place2Be	£1890 + £300 travel	LM qualified to offer counselling to pupils at Tier 3 and 4 – outcome measures identified by LM following training - <i>Training booked for 2017</i>
Additional Learning Mentor time allocated to PPF and PPF+ pupils	Learning Mentor Hours	2 days per week inc on costs £10,200	LM available to offer Counselling sessions - outcome measures identified by LM following training

All girls at Key Stage 3 and 4 are entitled to PPF/PPF+ and emotional Well Being to be supported

Action	Process	Costings	Impact Measures
Support and Interventions Identified to improve the Girls' Emotional Health and Well Being	Identified Staff to attend specific training related to new research on supporting girls with Autism.	£450 + £100 travel	Strategy for supporting girls' emotional health and well-being implemented through individual and group work - individual indicators of improved access to learning via basket of indicators for each pupil – Progress in learning and access to learning, reduction in incidents, reduction in Cause for Concern referrals, increase in attendance. - <i>Identified staff training undertaken by KN (SLT), KL (SLT) and KH (LM) on ....</i>
	Whole staff training regarding girls with Autism	In house training – no cost	Whole staff awareness of how girls' with Autism function supports girls across the curriculum and wider school experience - <i>Whole staff training undertaken on 17/3/2017</i>
	Coaching from Psychotherapist to develop Learning Mentor to support the emotional needs of girls Additional Learning Mentor time to develop project and provide intensive support for girls.	Additional 2 days from Psychotherapist  £1680	Specific provision on an individual basis to all girls to support emotional health and well-being from Learning Mentor including family support and attendance at reviews and multi professional meetings - individual indicators of improved access to learning via basket of indicators for each pupil – Progress in learning and access to learning, reduction in incidents, reduction in Cause for Concern referrals, increase in attendance.  <i>The School's Improvement consultant visited the school in October 2016 and made the following recommendation:</i>  - <i>Review the experience of girls in the school- especially socially, and draw up plans to address any shortfalls in the school's provision for them.</i>

			<p><i>He visited again in March 2017 and made the following comment in his report</i></p> <ul style="list-style-type: none"><li>- <i>Social and emotional support for girls. <b>Provision has been improved and is therefore unlikely to be a 'risk factor' in an inspection although boys heavily outnumber girls.</b></i></li></ul>
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**March 2017 – Update**

Funds allocated £29,825

Fund received £27,180