

Pupil premium strategy statement – Reviewed 01.12.22

This statement details our 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.

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	Dorchester Learning Centre
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/24
Date this statement was published	31/12/2021, reviewed and updated Yearly
Date on which it will be reviewed	01/12/2022, 01/12/2023, 01/12/2024
Statement authorised by	David Dinsmore
Pupil premium lead	David Dinsmore
Governor / Trustee lead	Kaye Chittenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,000
Recovery premium funding allocation this academic year	£0
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	£34000

Part A: Pupil premium strategy plan

Statement of intent

The Dorchester Learning Centre is an alternative provision school working with some of the most challenging and vulnerable young people in Dorset. Before the pupils join our school, the majority of them have already been identified as having significantly low school attendance. DLC offers a tailored timetable to each individual pupil and that in itself leads to increased attendance, good progress and positive outcomes in terms of achieving a range of qualifications, including GCSE English and Maths. However, there are still a high percentage of our young people who fail to engage for reasons often unconnected with school. These reasons may include turbulent and traumatic living arrangements, poor mental health and difficult social relationships with peers. These young people are often in receipt of pupil premium, and it is this group that have been identified as “hard to reach” that the school wishes to target.

The school recognises that whilst the primary function is to provide education, if it does not in some way alleviate or remove the barriers to learning that are in our young people’s homes or local community, then we will not be able to reach them. Experience tells us that what makes a difference to the lives of the most disadvantaged learners is passionate, committed people working with them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Update in Italics/Bold

Challenge number	Detail of challenge
1	Loss of education due to prolonged absence from Main stream education. Students have typically had some loss of education before they attend DLC, either due to exclusion, removal by parents or while awaiting placement. In some cases, this absence can stretch over many months. <i>We are receiving an increasing number of consultations for students with severe attendance problems.</i>
2	Social, Emotional and Mental Health issues. Students attending DLC with SEMH needs can find it very difficult to regulate their emotions and therefore attend lessons. These students require help with socialisation to be around other students without conflict
3	Poor educational experiences. Many of our students have struggled in mainstream for a variety of reasons. Their experience of education can be damaged leaving them untrusting of adults and negative about schooling
4	Absence due to covid. The pandemic has seen a dramatic fall in attendance for many students. Although this has been seen across education, PP and vulnerable students have been most affected.

	<i>Covid absence is treated as any other illness, however, it is still having an impact.</i>
5	<p>Mental Health issues due to Covid. We have seen a rise in Mental Health related issues in our students. This ranges from apathy towards school work and future planning to increased levels of self-harm and distress.</p> <p><i>The Mental Health of students is a huge concern for DLC. We are seeing an upward trend in students that present with issues, the impact of Covid directly or indirectly on Mental Health is still working its way through and may be around for years.</i></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
Higher levels of progress in literacy for all pupils eligible for PP	<p>Implementation of Reading programs at both Primary and Secondary phases.</p> <p>Evaluation of literacy strategies in departments</p> <p>Evidence of department literacy in Book Scrutiny and Learning Walks</p>
Increased attendance for PP students	<p>PP attendance for the whole school to be above 75%</p> <p>Use of tutoring to provide access to education where professional have agreed that a student cannot attend full time</p> <p>Employment of new Family Worker to work with families of attendance issues</p>
Improved Mental Health support for disadvantaged students	<p>DLC to get the Trauma Informed Schools mark with all staff fully training to better support PP students</p> <p>Dedicated Mental Health Lead and Mental Health first aiders to assist with in school support</p> <p>Use of Thrive and ELSA to support students</p> <p>100% of PP students to demonstrate improved Thrive assessment</p>
Increased levels of progress for PP students	<p>All staff Trauma Informed trained</p> <p>Use of tutoring to provide access to education where professional have agreed that a student cannot attend full time</p> <p>Year 11 - 100% of PP students to achieve 5 GCSE's at 9-1 including English and Maths. 15% of PP students to achieve English/Maths at Grade 4 and above. (Where they are not, departments are putting in place interventions, monitored by heads of departments and senior team)</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: £ 48,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diploma in Trauma Counselling (CPCAB)	Greater knowledge and understanding around counselling to support students	2,4,5 Complete
Advanced Mental Health Lead Course	Increased knowledge understanding and leadership on mental health	2,4,5 Complete
Additional Family Worker	Increased support for students well being and mental health. Attendance tracking, home visits etc.	2,4,5
Safeguarding Admin	This is to free up more time for Family Workers to deal with mental health and well being issues on the ground	2,4,5

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

Budgeted cost: £ 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy	Therapeutic approach to supporting students with Trauma	2,4,5 Complete
Lego therapy	Therapeutic approach to supporting students with Trauma	2,4,5

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

Budgeted cost: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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SLCN (Speech and Language Complex Needs) 10-week course £700 for 2 primary staff	Children referred with Speech and Language problems access directed support	1,3
Mental Health first aid training for staff	First responders for mental health issues	2,4,5
Trauma Informed 10 day course for the primary lead	Dealing with ACEs and Trauma in Primary	2,4,5 Complete
Tutoring	This is part funded by the government, DLC will pay 25% of the costs. This is for this year only	1,3

Total budgeted cost: £ 51395 (The cost of the pupil premium activities is supplemented by additional DLC funding of £8403)

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.

DLC moved to meet the increased demand from Mental Health issues by restructuring our Family Worker team. We now have our Safeguarding and Mental Health Lead (SMHL) in place, this was a promotion for our Senior Family Worker. We also employed a new Family Worker who started in the winter term. Our SMHL now oversees the well being of students. The case load is triaged by the two Family Workers. Each Family Worker has their own caseload and passes any really complex cases to the SMHL. This allows for much more targeted support and also provides a more robust response to increasing Mental Health needs.

The new system allows us to tackle attendance in a targeted way, the same system as above means that attendance issues are triaged and assigned according to severity. PP attendance is still very low (as is non-PP), but we are making inroads on this target. It should also be taken into consideration that some PP students are referred to DLC because of severe attendance problems (below 50%), in some cases children have not been attending school at all, so even small gains, while hugely significant for the child, look bad on paper.

A new assessment system has been implemented. The systems for tracking and evaluating progress for PP students is enhanced by use of SIMS recording and reporting, this is now in place and staff have been trained.

