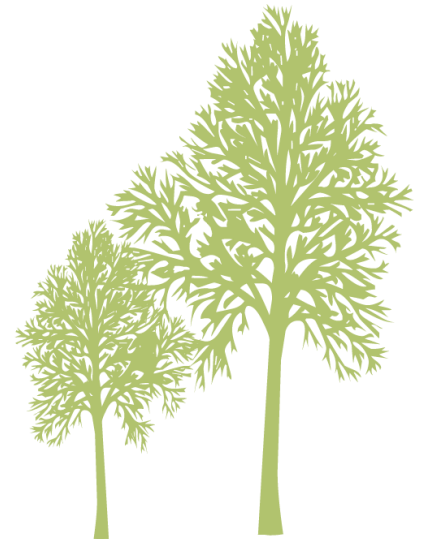


Pupil premium and SEND link governor: annual update

October 2023



The Trust Vision

OUR **VISION** IS
TO ENABLE ALL
TO FLOURISH

OUR **AIMS** ARE TO BE:

- * Authentically Christian
- * Boldly passionate about excellence in learning
- * Relentlessly driven in our aspiration for everyone

*Our vision is rooted
in our Christian
Foundation
that all in our
family should
'experience life
in all its fullness'
(John10:10)*

We are stronger together



Think about your school's vision...

How does it support the vision set out in the SEND code of Practice, your Pupil Premium strategy and the DGAT vision for all pupils?

How does this vision enable pupils with SEND and those who are disadvantaged to be supported to achieve well and flourish in their early years, at school, and lead happy and fulfilled lives?

What does flourishing look like for SEND and disadvantaged pupils in YOUR school?

How do governors know?

The role of the LGB

- Appoint a local governor responsible for SEND and inclusion and a local governor for pupil premium – this can be a joint or separate role.
- Adopt and review home school agreements
- Monitor exclusions
- Convene a panel to consider any permanent exclusion of a pupil or any number of fixed term exclusions which exceed a total of 15 days per term
- Ensure high attendance levels for all pupils within the school
- Review and challenge the performance of groups of pupils, including SEND, Pupil Premium and EAL
- Monitor the use of Pupil Premium and the impact on learning and standards – now includes monitoring the Recovery Funding and National Tutoring Programme (NTP) Funding.

Pupil premium

The pupil premium grant (PPG) is additional funding for schools in England to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

Pupil Premium Grant for financial year 2023-24 will include pupils recorded in the October 2022 school census who have had a recorded period of free school meal (FSM) eligibility since - and including - January 2017, as well as those first recorded as eligible in October 2022.

Schools will also receive an allocation for each pupil identified in the October 2022 school census as having left local authority/state care because of one of the following reasons:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

Understanding the Pupil Premium Grant

– a recap

- Within a DGAT school there **must** be a Pupil Premium Lead (PPL) or Champion appointed **Question for governors: how is your PPL or champion enabled to flourish in their role?**
- Leaders must develop and embed a culture where **every** child is equally valid and has equal access to opportunities to develop to their own individual potential. **Question for governors: what does equal opportunity look like within your school? Within the curriculum, within enrichment opportunities, clubs and attending school?**
- School leaders, including local governors should be aspirational for all pupils – **Question for governors: what does this aspiration look like in your school? How is this articulated to all? How is that aspiration enabling disadvantaged pupils to flourish?**

Understanding the Pupil Premium Grant – new for 2023-24

Recovery Funding
£145 for each eligible pupil
No school will receive less than £2000

Pupil Premium Grant
£1,455
(£2,530 PLAC/LAC)
(£335 Service Premium)



National Tutoring Programme (NTP)
ave £18/hr/ pupil,
expectation of
15 hrs tutoring/
pupil
50% funded by
the Government



DGAT Data Headlines 2022/23

	DGAT 2022 Pupil Premium		DGAT 2023 Pupil Premium		National 2023 Pupil Premium		DGAT 2023 All	
EYFS GLD	54%		57%		49%		72%	
Year 1 Phonics	62%		76%		62%		82%	
Year 2 Phonics	78%		83%		78%		91%	
KS1	ARE	GD	ARE	GDS	ARE	GDS	ARE	GDS
Reading	49%	5%	52%	12%	51%	NA	67%	18%
Writing	42%	2%	43%	3%	41%	NA	58%	8%
Maths	52%	4%	52%	8%	52%	NA	68%	15%
Combined	36%	2%	37%	1%	NA	NA	NA	NA
KS2	ARE	GD	ARE	GDS	ARE	GDS	ARE	GDS
Reading	64%	19%	64%	22%	60%	NA	73%	29%
Writing	62%	3%	57%	3%	58%	NA	71%	13%
EGPS	58%	14%	61%	20%	55%	NA	72%	30%
Maths	50%	7%	57%	13%	59%	NA	73%	24%
Combined	38%	1%	44%	1%	44%	3%	59%	8%

How to use this data to monitor the impact of pupil premium in your school

DGAT Priorities for Pupil Premium 2023/24

- Narrow the gap between disadvantaged pupils and their non disadvantaged peers (KSI Writing) (Greater Depth)
- Attendance of pupils across the trust to increase with a particular focus on PPG Pupils

Governor question: How have these priorities been shared with you as the pupil premium link governor and wider local governing board and how have they influenced your local governor monitoring plan for this year?

Attendance Project with Move More

- 2022/23 DGAT Attendance data: **All: 94.7% Pupil Premium: 91.7%**
 - **How does this compare to your school's attendance data? What questions might you have about this?**
- Develop and maintain a whole school culture that promotes the benefits of high attendance – a 'belonging' culture
- Develop a strategic approach to attendance management
- Schools must be experts in their communities and know what promotes/ hinders engagement
- Successful schools are consistent, use positive language, offer challenge but understand and empathise
- Successful schools use routines and solutions not rules and punitive action to engage all families

<https://www.move-more.org/>



Monitoring pupil premium – school leaders

- Headteachers have access to National Benchmark data and access to Trust data and should report in line with this in their Headteacher report to the LGB
- Pupil Progress meetings
- Established system for measuring impact of teaching and interventions
- Tracking of tutoring
- Tracking of support for wider opportunities

The Pupil Premium Strategy Document

The headteacher and senior leadership team must ensure the published Pupil Premium Strategy Document includes:

- Identified actions that will be taken to support Pupil Premium pupils
- The cost of the planned actions and allocation of the pupil premium grant and recovery funding
- The rationale for the chosen approach and actions – supported by evidence
- An account of the impact of the previous year's funding and true cost of the actions implemented

Inspection learning

- Leaders recognise the importance of broadening pupils' experiences to reduce barriers caused by disadvantage or individual need. For example, they support parents to improve their children's attendance when needed.
- Leaders, staff and governors are ambitious for every pupil.
- Leaders consider every child to be unique. They are ambitious for all pupils.
- The headteacher has a clear and determined vision for every child in the school to succeed.
- The headteacher has left no stone unturned in her quest to create a culture of high expectations for all.

Monitoring Pupil Premium 2023/24

- All governors should ensure they engage with monitoring Pupil Premium – **how does this happen in your school? How are new local governors inducted so they understand the importance of pupil premium?**
- Remain focussed in your monitoring activity – identify the school's priorities for disadvantaged pupils and monitor these areas. **Do these reflect the Trust's priorities?**
- Autumn term visit – undertake a context update visit with the Pupil Premium Champion. Seek to understand the impact of the past year, what trends and priorities are emerging? Identify if there is anything leaders want governors to focus on.
- Make use of the Pupil Premium Local Governor Monitoring Template.
- Late Autumn – include a Pupil Premium update at an FGB meeting and focus on this year's Pupil Premium Plan.

Monitoring Pupil Premium 2023/24

- By 31st December check the school website and ensure this year's Pupil Premium Statement is published using the DfE statutory template.
- June – Begin a review of the year, evidence impact of PPG against Strategy document.
- Ensure regular updates/monitoring in between – all governors should consider Pupil Premium within all monitoring activities. Always ask a Pupil Premium question.
- Monitor accountability for the Pupil Premium Grant (PPG), Recovery Funding and National Tutoring Programme (NTP) Funding within finance committee.
- Explore if funding is spent within statutory requirements and efficient and effective use of resources.
- Always check – how do we know? Where is the evidence? How is this funding enabling disadvantaged pupils to flourish?
- Term 2: Monitor implementation and impact of the Pupil attendance and absence policy - Ask that it is monitored in T2 – how easy is it to locate the policy? Does it contain the required information for their school?

SEND



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must**:

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

SEND: The national picture

- **Over 1.5 million pupils in England have special educational needs and/or disabilities**
- An increase of 87,000 from 2022. Both the number of pupils with an Education, Health and Care plan (EHCP) and the number of pupils with SEND support have increased.
- The percentage of pupils with an education, health and care (EHC) plan has increased to 4.3% Up from 4.0%.
- The percentage of pupils with SEND but no EHC plan (SEN support) has increased to 13%. (12.6%)

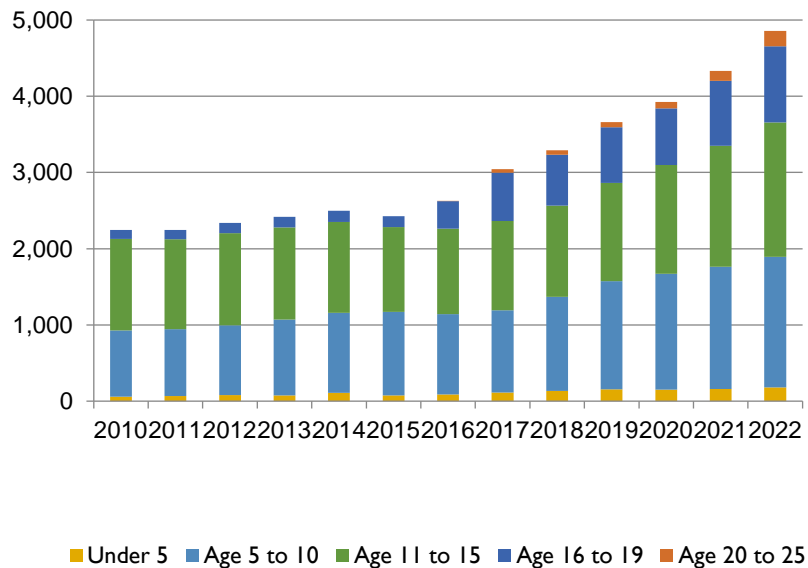
The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEND support is speech, language and communication needs.

SEND: DGAT priorities for SEND provision 2023/24

- Ensure that across all Trust schools, provision for pupils with SEND meets individual needs.
- All Trust schools to ensure that targets and planned provision recorded on individual My plans and IEP's closely matches the provision that is on offer so that all pupils are flourishing.

EHCP Growth: age range

Number of C&YP aged 0-25 with a statement or an EHCP by age range, 2010 to 2022



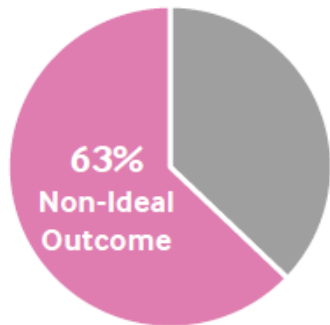
- In Gloucestershire, children aged 11 to 15 years old accounted for the highest percentage of children and young people with an EHC plan nationally, and for Gloucestershire's statistical neighbours, the largest percentage of children with an EHC plan as at January 2022 were in this age range.
- Previously in the county, from 2018 to 2021, the majority of children with a statement or an EHC plan were aged 5 to 10.

SEND: The DGAT picture

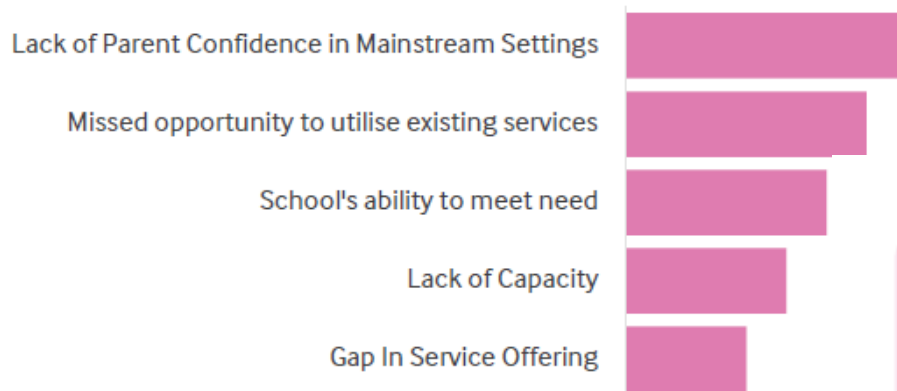
- We know our schools are identifying a greater proportion of pupils with SEND.
- Headteachers report that they are being asked to accept children with very complex needs-pressure on schools is increasing.
- Reception classes have more complex children than we have seen previously.
- Local Authority SEND provision in special schools has increased but insufficient.
- £2.6m extra has been put into SEND casework and associated services (aimed at improving EHCP processing and efficiency). Casework team has doubled in size. Should start to see an improvement in the casework process.
- There are 100 children named for a special school place but remain in mainstream, due to lack of places.
- Schools are applying for a greater number of EHCPs than in previous years.
- Local Authority is not meeting timelines to process EHCPs.
- Impact on school's budgets to support pupils with SEND.
- Local Authority is expecting a Local Area SEND inspection.

What is the SEND picture in your school? How do you know?

Delivering Better Value in SEND: GCC survey outcome



What were the common themes driving non-ideal outcomes?



Multi-disciplinary practitioner groups felt that we delivered non-ideal outcomes in 63% of cases reviewed, with 5 themes emerging as the most common underlying drivers.

The role of the SENCO in Keeping Children Safe in Education: September 2023

Pupils with SEND

- Updated KCSIE makes the point that any reports of abuse involving children with SEND will require close liaison with the DSL (or deputy) and the SENCO to ensure that all available support is in place for these very vulnerable pupils.

How are your school leaders ensuring close liaisons with the SENCO when SEND pupils are involved ?

Graduated Approach

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.

Review

Assess

6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

Do

Plan

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

An environment for inclusion – enabling all to flourish

- Are all pupils with SEND included in all aspects of the education provision of the school?
- Does staff continued professional development develop understanding of individual needs and what teachers can do to promote learning in each subject, or is it generalised and non-specific?
- Who assesses, plans, reviews and does? Is it the SENDCO, inclusion manager or is SEND a **responsibility for all**?
- Do pupils with SEND have Quality First Teaching alongside support?
- How is SEND support planned and delivered?
- Is governor monitoring having an impact on pupils with SEND?
- Examples of impact? Do SEND pupils flourish at your school?

Questions for you to ask:

- How do you know SEND provision is high quality and aspirational? What **monitoring** have you done? What impact has been noted from monitoring. What did you do with this information? e.g. speak to SENDCO.
- Carry out a learning walk, ask for report from SENDCO with key assessment data. **How do you monitor the school's SEND provision?**
- Information from the headteacher: What is it telling you? Do you know the proportion of SEND pupils in your school? What adaptations are made to make sure all pupils can access the curriculum. (May have hearing loss, visual impairment, physical disabilities, ASD, communication, speech and language needs, cognition and learning needs) How is funding spent? How does this enable SEND pupils to flourish? What is the impact?
- If pupils cannot access the national curriculum how does your school make sure the teaching and learning is matched to needs?

Alternative provision

- What is alternative provision? (AP)
- Increase in our schools using alternative provision to support pupils' SEND needs.
- Local governors need to know if school is using AP
- Gloucestershire is taking part in an AP project.
- GCC leaders have agreed to join the DfE SEND and AP Change Programme, working alongside Swindon. (Pilot)
- The SEND and AP improvement plan aims to improve outcomes for children and young people, improve experiences for families and deliver financial stability. However, there are no immediate changes and it is likely to be a few years before the plans that have been set out will come into effect.

Questions to ask if your school is using AP:

- Is the setting registered? Has a school leader visited and carried out due diligence?
- How does the school check pupil's attendance and progress at the setting?



A National System Underpinned by National Standards

Addressing inconsistency across the system by setting out: **what support** should be made available; **whose job** it is to provide it; and **which budgets** should pay for it.

Successful Transitions and Preparation for Adulthood

Enabling children and young people to fulfil their potential and be prepared for adulthood including: **transition guidance**; increased investment in **Support Internships**; and continuing the **Adjustment Passport Pilot** with DWP

A Skilled Workforce and Excellent Leadership

Improved workforce capacity and expertise to support more inclusive mainstream provision, including: **SENCo NPQ** for schools; **occupational standard** for teachers of Sensory Impairment; and joint **DfE/DHSC workforce planning**

Strengthened Accountabilities and Clear Routes of Redress

Tackling misaligned incentives and holding the system to account to give parents greater confidence in the system through: local **inclusion dashboards**; updated Ofsted/CQC **area inspections**; and creating a '**ladder of intervention**'

A Financially Sustainable System Delivering Improved Outcomes

Delivering a financially sustainable system by: the **Delivering Better Value (DBV)** and **Safety Valve (SV)** programmes; developing a system of funding **bands and tariffs**; and delivering new approaches to **funding Alternative Provision**.

Three Delivery Priorities

1. Support and Stabilise (2023)

(e.g. DBV and SV Programmes)

2. Increase Supply (2024/25)

(e.g. New special and AP Free Schools)

3. Design and Test (2023+)

(£70m Change Programme)

GCC SEND Improvement Programme

What impact are we looking for?

1. Smaller proportion of children and young people (CYP) needing statutory support through an EHCP
2. Higher proportion of CYP with EHCP/SEND accessing mainstream education.
3. Smaller proportion of CYP with EHCP attending independent specialist provision
4. 5-10% contingency in Special School places
5. Reduced exclusion and an increase in outreach and partnership work from AP

Risks and Challenges

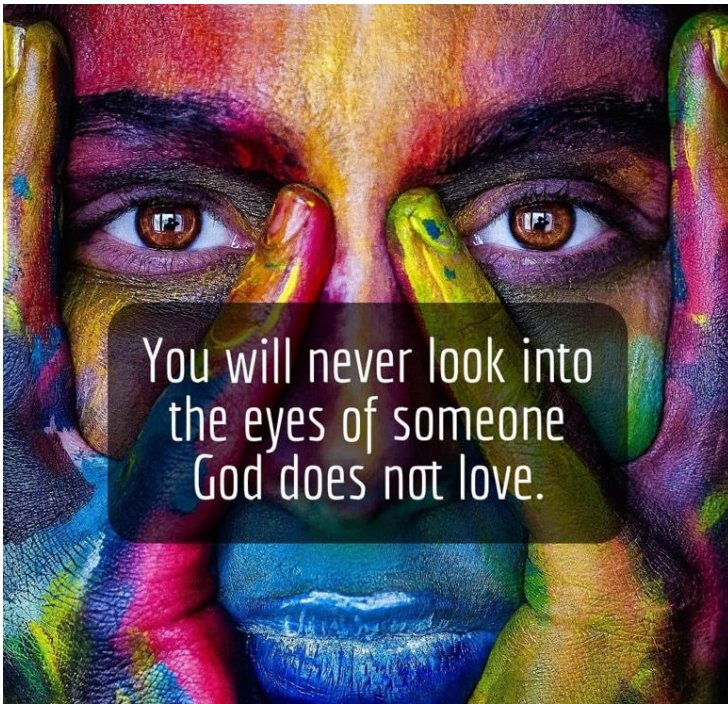
1. Strengthening mainstream inclusion when:
 - Level of SEND is rising sharply
 - Recruitment and retention is challenging
 - Schools' budgets are under increasing pressure
 - Accountability system still too focussed on academic outcomes
2. Centralised capital programme is slow - not well enough resourced
3. The system has evolved to enable access to what's wanted, rather than what's needed.
4. Impact is reliant on collaboration and co-operation of other stakeholders - who may not share priorities
5. Gloucestershire is the 14th lowest funded LA for high needs funding per-pupil

SEND is a whole board responsibility!

- Check that all local governors understand the importance of discussing SEND in their monitoring visits to school – do they need any training or direction to make this successful and impactful?
- Is the headteacher using the DGAT Headteacher Report to the LGB? Are governors exploring the information shared in relation to pupils with SEND?
- Does the SENDCO regularly report to governors? Should be termly. Does this report give governors the information they want and need?
- Is the school website compliant in publishing the required information for SEND? Including the SEND Information Report?

Flourishing

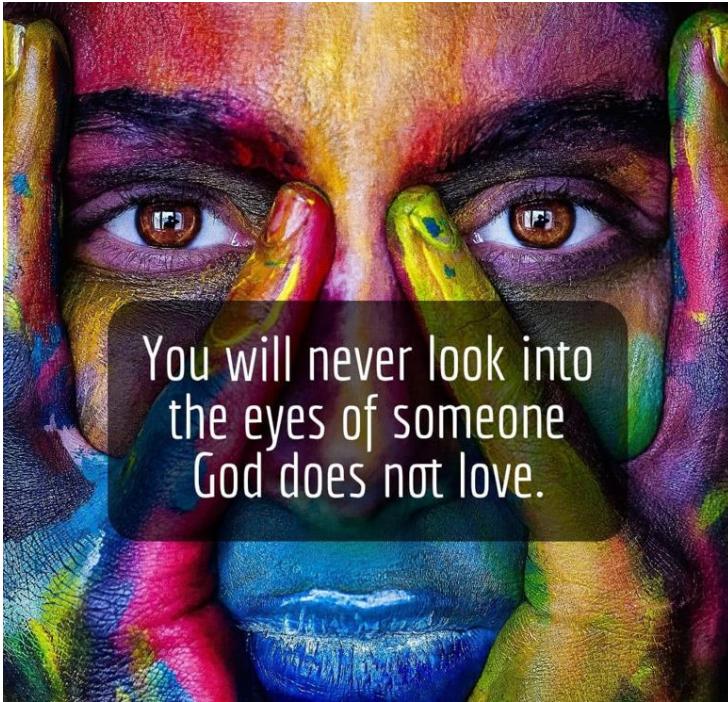
#strongertogether



What action will you take to enable disadvantaged pupils and pupils with SEND to flourish because of this training?

Flourishing

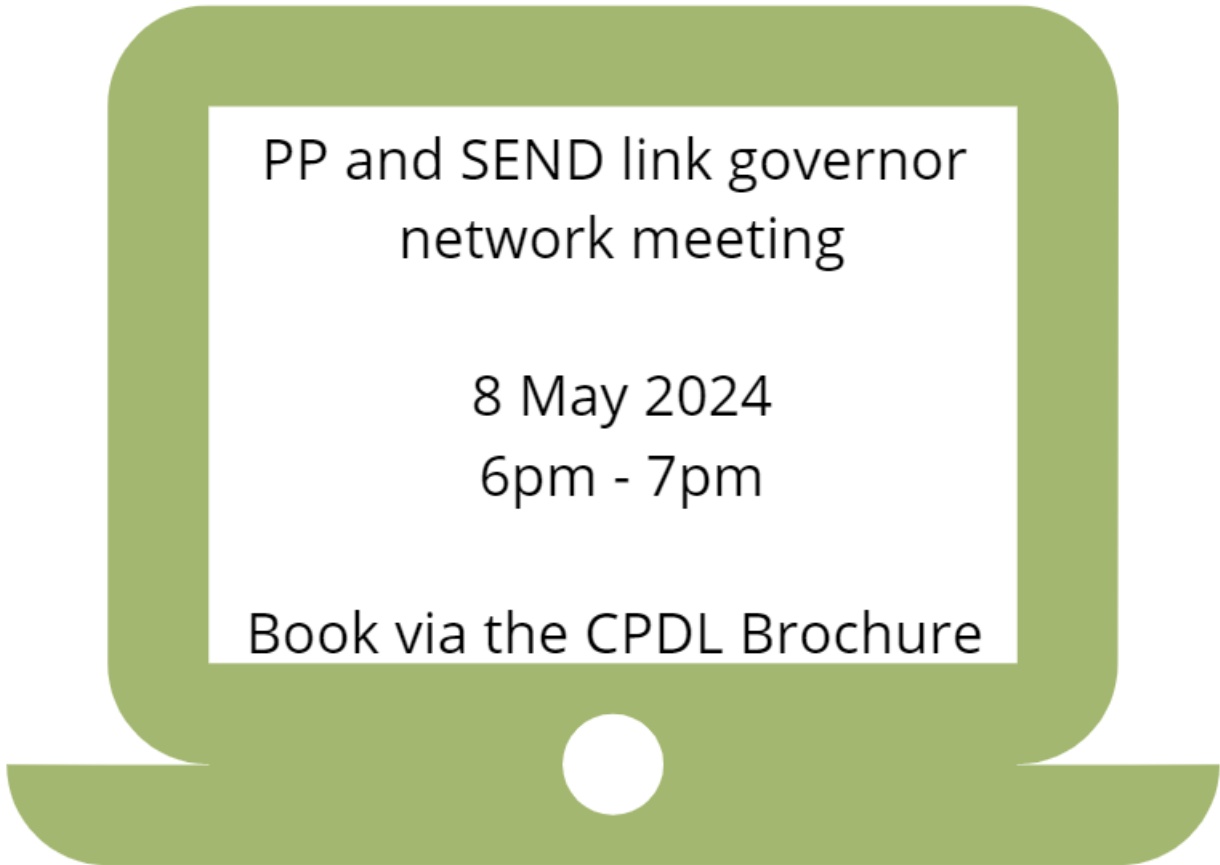
#strongertogether



Is there anything
further you need
from us to enable
you to flourish in
your role?

Any final questions?





PP and SEND link governor
network meeting

8 May 2024

6pm - 7pm

Book via the CPDL Brochure

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