

Supporting our most vulnerable pupils



SEN/PP Governor overview

November 2024

A re-articulation of who we are

**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'
(John 10:10)*



OUR CORE PRINCIPLES

These underpin all we do and all the decisions we take.

- * We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish.
 - * Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity.
 - * We act with integrity; we are open to challenge and we are reflective about our practice.
 - * We treat everyone with dignity and respect.
- * Through collaboration, in a nurturing community, we grow, learn and achieve.

A DGAT school is a special place where the uniqueness of an individual school meets the power of collective capacity - together we are stronger as we seek to unlock the potential within our family.

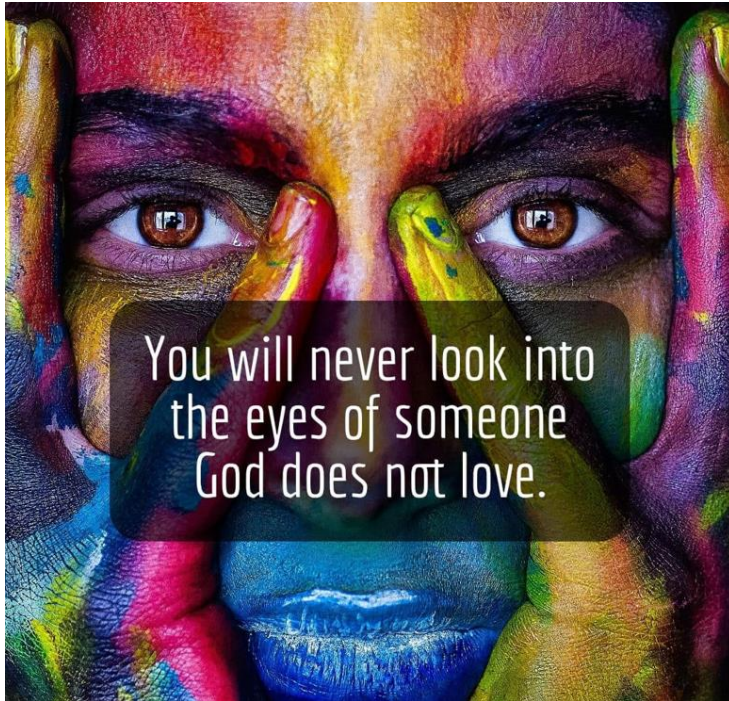


Supporting individual schools to be confident, outward-facing and responsive to the needs of their unique locality is core to the organisation. This is coupled with a strong sense of 'together we are something more than ourselves'.

*Together we are stronger –
School is Trust and Trust is School*

Flourishing

#strongertogether



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

Pause for thought

- Our call to serve / how are we serving and meeting the needs of the most vulnerable in our community ?



- What do you see ?
- What is the significance ?

Adaptive Teaching in the classroom



So what does inclusion mean to you?



- What will we see in classrooms/ school ?
- What will we see in curriculum ?
- What will inclusion mean to you when you are talking about attendance ?
- What will we see adults doing ?
- What we will hear from vulnerable pupils ?
- What we will hear from parents and carers?
- So what - how is this moving a child's learning on... High impact low effort.



DGAT Data Headlines 2023/24

ALL	No in Cohort	DGAT 2024		National		SEND 2024		PP 2024	
EYFS GLD	616	72%		67%		14%		41%	
Year 1 Phonics	678	85%		80%		48%		64%	
Year 2 Phonics	697	91.5%		89%		67%		86%	
End of KS1	697	ARE	GD	ARE	GDS	ARE	GDS	ARE	GDS
Reading	Non Statutory Data	75%	23%	68%	19%	33%	8%	55%	8%
Writing		67%	10%	60%	8%	24%	3%	46%	1%
Maths		79%	16%	70%	16%	40%	7%	57%	9%
Combined		64%	7%	NA	NA	21%	3%	42%	1%
Year 4 MTC	614	20.9 Average Score		20.4		14.9		17.5	
End of KS2	624	ARE	GD	ARE	GDS	ARE	GDS	ARE	GDS
Reading		79%	29%	74%	28%	49%	13%	62%	14%
Writing		74%	15%	72%	13%	30%	3%	50%	7%
EGPS		72%	29%	72%	32%	40%	10%	50%	13%
Maths		73%	19%	73%	24%	44%	5%	50%	13%
Combined		61%	8%	61%	8%	22%	1%	34%	4%

% difference between 'All' and contextual groups

ALL	DGAT 2024		SEND 2024		PP 2024	
EYFS GLD	72%		(58%)		(29%)	
Year 1 Phonics	85%		(37%)		(19%)	
Year 2 Phonics	91.5%		(24%)		(5%)	
End of KS1	ARE	GD	ARE	GDS	ARE	GDS
Reading	75%	23%	(42%)	(15%)	(20%)	(15%)
Writing	67%	10%	(43%)	(7%)	(21%)	(9%)
Maths	79%	16%	(39%)	(9%)	(22%)	(7%)
Combined	64%	7%	(43%)	(4%)	(22%)	(6%)
Year 4 MTC	20.9 Average Score		(6)		(3.4)	
End of KS2	ARE	GD	ARE	GDS	ARE	GDS
Reading	79%	29%	(30%)	(16%)	(17%)	(15%)
Writing	74%	15%	(44%)	(12%)	(24%)	(8%)
EGPS	72%	29%	(32%)	(19%)	(22%)	(16%)
Maths	73%	19%	(29%)	(14%)	(23%)	(6%)
Combined	61%	8%	(39%)	(7%)	(27%)	(4%)

DGAT Priorities for Inclusion 2024/25

Data for all pupils, including the most vulnerable, rises across the Trust so that gaps close in all aspects of the Trust's data picture.

Ensure that all leaders have the most vulnerable pupils at the heart of their work so that outcomes and aspiration for vulnerable pupils rises.

More able PP pupils will be a key focus across leadership groups, lesson visits and book looks to ensure that increased proportion, including those judged to be PP, are challenged to attain the higher levels, especially in writing

Attendance Project: Develop a 'belonging' culture

IMPLEMENTATION:

- CPD offer – 6 x 2hours sessions with 'Expert'
- Attendance message shared with all leadership groups
- 5 point model to drive improvement
- Leaders challenged to reflect on own practice
- Review of Trust Policy and resources

All	2023_24 data	Autumn 1 2024	Difference
National Average	94.4%	95.7%	+1.3%
Trust Average	96.11%	96.25%	+0.14%

Pupil Premium	2023_24 data	Autumn 1 2024	Difference
National Average	88.7%%	NA	
Trust Average	91.60%	93.42%	+1.82%

	23/24	Aut 1 2024
Difference	4.51%	2.83%



The Role of the Local Governing Board

The DGAT Scheme of Delegation requires each local governing board to:

- Appoint a Pupil Premium Governor
- Review and challenge the performance of groups of pupils, including SEND, Pupil Premium and EAL.
- Monitor the use of the Pupil Premium Grant and the impact on learning and standards.
- **Always check – how do we know?
Where is the evidence?**

The Role of the Local Governing Board

The DGAT Scheme of Delegation requires each local governing board to:

- Appoint a local governor responsible for SEN and Inclusion
- Monitoring the implementation of the Trust SEN policy, relevant risk assessments and any action taken in response and evaluating effectiveness
- Ensure that the statutory Annual Report is published using the DGAT template.
- Ensure that the statutory accessibility plan has been prepared and updated under paragraph 3 of the Equality Act 2010.



Schools remain responsible for the safeguarding of pupils in alternative provision



Have you undertaken the required checks in line with DGAT's expectations ?



Can you evidence these checks and have you re done them at the start of this year ?



Are you sure that the provision selected is meeting the pupil's needs ?



How do you check attendance whilst at APS ? Should be coded B as dual registered.



How are you reviewing the impact of this provision for the pupil ?



Reflect on our impact as governors/ leaders:

- How often do you challenge your own bias ?
- How you know how inclusive your school is ?
- How do you ensure your vision and values are fully lived for your vulnerable pupils ?
- Who helps you gauge this ?
- Who checks the pulse and inclusivity ?
- Are you confident that pupils across the curriculum are being appropriately scaffolded to access learning ? What is your evidence for this ?
- Does the curriculum framework consider different learning needs from the start?



feedback

Feedback

The Inclusion Dial Dial- the mantra for belonging.

Safe - children who feel physically and emotionally safe in their setting regardless of who they are.

Welcome – the culture of inclusion across the school will ensure that all pupils will know and understand that they are welcomed and missed when they are not there.

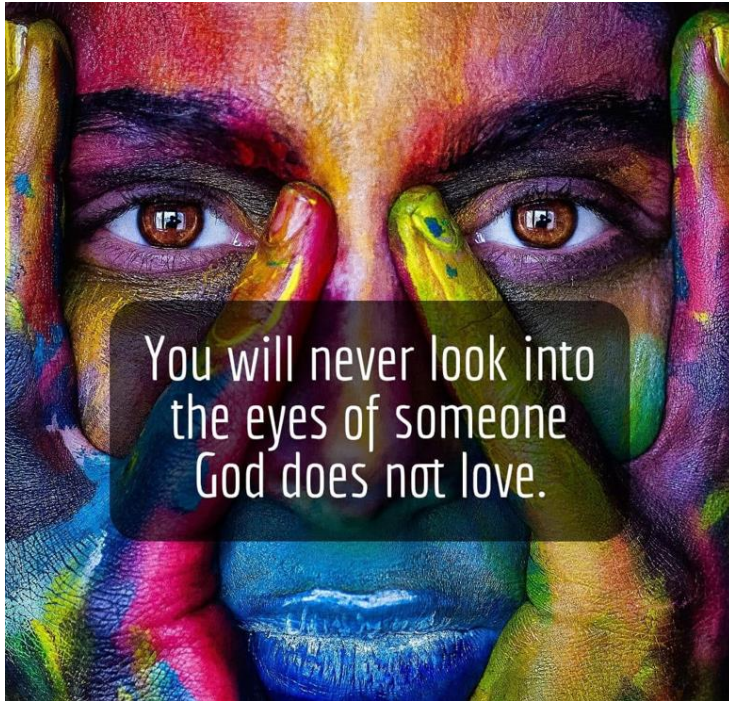
Celebrated – all pupils will be celebrated for who they are and for their individual achievements, regardless of their starting points.

Cherished –the culture of inclusion permeates all aspects of the school/Trusts and this then enables all pupils to feel cherished. Everyone truly feels that they belong.



Flourishing

#strongertogether



- So how are you living our collective ambition to enable all to flourish out ?



Any questions ?