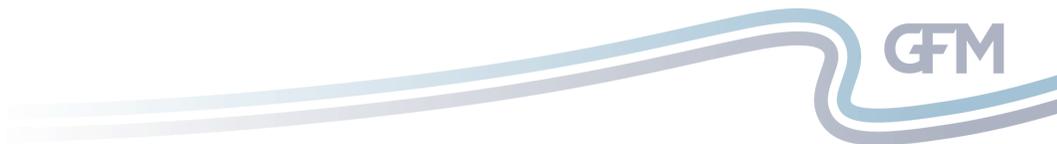


Review of PP Spend 2019-2020 - Lord Wilson School

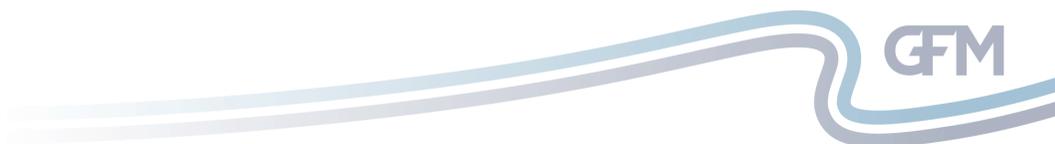
Profile for 2019-20					Number on Roll: 58	
Number of pupil eligible for PP				Total PP Budget		
FSM/E6: (66%)		Service: 0 (0%)		LAC: 4 (7%)		
Y7 - 8	Y8 - 8	Y9 - 10	Y10 - 6	Y11 - 5	FSM: £38355	
					LAC/PostLAC : £12300	

Attainment End of KS4 (2019/20) Disadvantaged Pupils					
Percentage reaching expected standard	Lord Wilson School				<u>Headlines Analysis:</u> <ul style="list-style-type: none"> Basics Attainment at 4+ improved for disadvantaged: 20% of Disadvantaged students achieved a 4+ in Basics in 2019-20 compared to 12.5% in 2018-19. Basics Attainment gap at 4+ has narrowed significantly: Disadvantaged gap in 2018-2019 was 87.5%, compared to 30% in 2019-2020. Attainment of disadvantaged has improved significantly by 17% from 14.34 to 16.8 Progress 8 score gap between disadvantaged and non disadvantaged has reduced this year from -1.31 in 2018-2019 to -1.04 in 2019-20
	All	Dis	Non-dis		
English 4+	44%	40%	50%		
Maths 4+	33%	20%	50%		
English and Maths 4+	33%	20%	50%		
Achieving 5 GCSEs including English and Maths at 4+	33%	20%	50%		
Achieving at least 1 GCSE at Grade 4	55%	40%	75%		



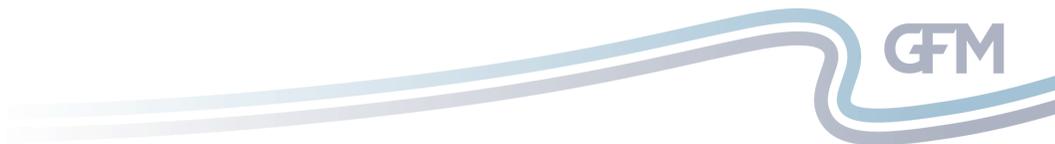
Achieving at least 1 GCSE at Grade 3	67%	60%	100%	
Passing at least 1 GCSE	100%	100%	100%	
Progress 8 Score	-0.87	-1.38	-0.34	
Attainment 8 Score	25.67	16.8	27.25	

TIER 1: Teaching Evaluation / Impact	
<p>Improve the quality of teaching and learning to ensure progressive learning for all.</p>	<p>Autumn term 2019-2020</p> <ul style="list-style-type: none"> • Access to IoE training opportunities, GFM talks, collaborative learning across phase and GFM have increased teachers' confidence in curriculum planning and delivery in the classroom for needs of PP students. • Booked INSETS - 1 HIAS training (consistent approach to addressing fundamental skills in lit/numeracy) and 1 kinetic letters (consistent approach to improving handwriting). <p>Next steps for spring term:</p> <ul style="list-style-type: none"> • Continue to ensure the quality of teaching and learning is improving, through teachers engaging in and reflecting on teacher standards • NQTs and UQTs remain on track to meet end of year standards. <p>Spring/Summer term 2019-2020: (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> • All teachers engaged in and completed a self reflection against teacher standards, identifying their area of strength and next steps • Cross MAT professional development continued during this period to include sessions including access for all and the use of technology in teaching and learning to reflect the online provision and blended learning that is being offered for all pupils. • Blended learning offer mitigated stagnation in progress for disadvantaged learners during lockdown such that: Y10 improved by a fifth of a grade in English, Maths, Science, History, Food and Art; Y9 improved by nearly a whole grade in English, a fifth of a grade in Food and made progress in Maths. Across Years 7 and 8, learners improved by over half a grade in English and made progress in Maths and History.



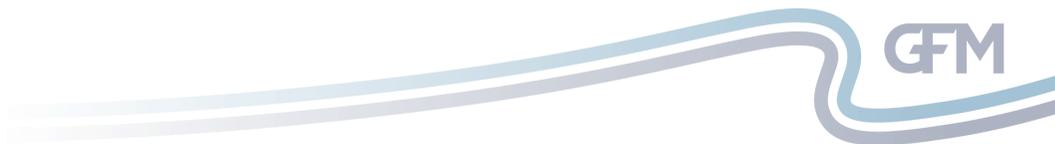
<p>Improve standards and outcomes in maths, reading and writing</p>	<p>Autumn term 2019-2020</p> <ul style="list-style-type: none"> • Three members of staff have been trained (Nov.2019) in Catch up Literacy and Numeracy. • The established role of Intervention Lead has been fulfilled by an existing staff member to identify and address gaps in reading and handwriting.. • Utilising the staff trained in Catch Up literacy and numeracy have enabled PP lead to facilitate assessments to identify and confirm who would benefit from these interventions. • The purchase of Accelerated Reader, running for all students Y7-10, has provided reading opportunities as well as serving as an accessible system for assessing and tracking reading ages/progress. • Established timetable of whole school reading opportunities Monday and Fridays. Yr 11 can choose to use these sessions as revision sessions. <p>Next steps:</p> <ul style="list-style-type: none"> • Begin to narrow the gap for all disadvantaged pupils to national in Reading, Writing and Mathematics, especially based upon baseline from end of KS2. • Ensure more disadvantaged learners continue to progress in their numeracy and handwriting skills. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> • Embed impact from INSETS and HIAS training have delivered a consistent approach to addressing fundamental skills in literacy and numeracy to help teachers deliver explicit teaching of handwriting to disadvantaged learners through 'Kinetic letters' (establishing a consistent approach to improving handwriting). • Through diagnostic assessments of gaps in literacy and numeracy, there has been an Increased focus on narrowing the gap between chronological and actual reading ages • STAR Reader has enabled leaders to assess all students for to establish baselines in reading ages and help inform how to deploy specific support required to further improve disadvantaged learners' decoding, comprehension, spelling and handwriting.
---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TIER 2: targeted intervention strategies	
Evaluation / Impact	
<p>Improve provision and inclusion for all pupils</p>	<p>Autumn 2019-2020</p> <ul style="list-style-type: none"> • Commissioning of a psychotherapist for staff has provided a reflective space; training has enabled the whole staff team, teachers, and support team sessions to focus on emotional regulation, and improve the dynamics of the team to re-establish an inclusive approach to disadvantaged provision. • Deployment of a Home School Link Worker (part funded with SHIP allocation) has further developed in their role to provide parent workshops in collaboration with Mental Health lead, working with Rowner Junior School. Workshops have included ACEs, Sleep, and Mental Health. External support agencies have also been in attendance. • Subsidised cost of uniform, and full funding for LAC has ensured an equality of opportunity for all vulnerable learners.



	<ul style="list-style-type: none"> Identified staff have been trained in and delivering specific intervention such as Catch Up Literacy/Numeracy on a structured basis, and all teachers are more confident in explicitly teaching literacy and numeracy within their subject area. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to narrow the gap for all disadvantaged pupils with ECHP based upon their on entry starting points. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> LWS functioned as a supportive hub for families during lockdown, distributing food parcels on a daily basis to disadvantaged families. Daily welfare calls and home visits ensured that all students continued to have access to education provision from home and receive feedback. For example funding was deployed to provide laptop and internet access to disadvantaged families identified in need to ensure access to work set via Google Classroom and live lessons via Google Meet. Families requesting hard copies of work were delivered this on a weekly basis. All students had access to education provision on site on a rota basis from June, and tutors supported parents who opted to keep their son at home by ensuring that progress was monitored on a weekly basis by subject teachers. Expansion of sensory resources over lockdown ensured disadvantaged learners with specific needs could continue to engage in education successfully.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TIER 3 Wider strategies	
Evaluation / Impact	
Reduce absences for all pupils, but in particular those in receipt of PP (internal figures)	<p>Autumn 2019-2020</p> <ul style="list-style-type: none"> As a result of robust systems and procedures across the special phase, attendance is at least in line with national. Home School Link worker has facilitated 9 EHH referrals for attendance, 2 prosecutions, supported the transition of Yr 7 with an overall of attendance 90.1%, despite 2 late starters. This has led to a decrease of 1.7% in unauthorised absence compared to the same period in time between 2018/19. The gap in attendance between disadvantaged and non-disadvantaged learners has significantly narrowed to 1.3% (80.3% whole school compared with 78.9% for disadvantaged). Attendance gap is The most recent Ofsted inspection of the academy judged regarding attendance including processes and systems to be Good (September 2019). <p>Next steps</p> <ul style="list-style-type: none"> Continue to work with targeted families, for whom attendance is a concern. Continue to use robust systems to ensure attendance maintains/improves figures. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p>



	<ul style="list-style-type: none"> LWS remained open throughout lockdown, and our attractive blended learning on-site provision and online learning ensured that attendance gap between disadvantaged and non disadvantaged learners was significantly reduced to 1.8% (77.1% for disadvantaged learners, compared to 78.9% for overall cohort).
<p>To Increase aspiration and ambition for the future.</p>	<p>Autumn 2019-2020</p> <ul style="list-style-type: none"> All students from Year 9, including disadvantaged learners have access to college link courses. This includes the use of alternative providers, such as i.e., Oarsome Chance, Youth Options, to help keep aspirations on track and mitigate NEET. This has provided enabled pathways for disadvantaged students such that: 4 students on college courses at Southdowns, Totton and Edmunds Learning, 7 students accessed/accessing alternative providers, 3 students placed into LA Care away from the local vicinity, agency tutors and Academy 21 provided - which is ongoing. <p>Next steps:</p> <ul style="list-style-type: none"> Work alongside curriculum leads to organise events/sessions linked to significant national careers events, such as National Careers week and Apprenticeship week. Work alongside Careers and Pathways team to further develop a cohesive and comprehensive Aspirational Pathways Programme. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> Through all staff championing Y11 learners' success, all disadvantaged students were able to progress to the next stage in further employment, education or training.