



Lord Wilson School (Special Phase) Pupil Premium Strategy Document 2020-2022

"TO BE GREATER
AND TO ASPIRE FURTHER"

GFM intent and strategic principles regarding pupil premium

Intent

To ensure equity of opportunity and outcomes for all pupils - we recognise that learners achieving age related expectations is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Implementation

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

- High quality for teaching and learning;
- Targeted support through specific interventions linked to overcoming barriers to learning and
- Wider strategies to support pupils that experience socio-economic disadvantage

Impact

As well as a GFM strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

Reporting on Pupil Premium funding

The Pupil Premium is funding provided to schools which is additional to main school funding. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are held accountable for how they have used the additional funding to support pupils and families. This is why this information must be published on the school website.

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

Tier 1 (teaching)

- Some pupils do not make enough progress from their on entry starting points.
- The reconceptualization of education following the Covid-19 outbreak and the impact this has had on those who are in receipt of Pupil Premium.

Tier 2 (targeted academic support)

- Some pupils who are in receipt of Pupil Premium, are not always having gaps in their learning identified early enough to ensure that they are closed effectively.
- Some pupils who are SEND and in receipt of Pupil Premium do not make sufficient progress to meet end of key stage expectations;
- Some pupils enter the school with poor language and communication skills, which impacts on their reading and writing.

Tier 3 (wider strategies)

- Poor attendance adversely affects the progress and attainment of some pupils.
- Students access to cultural capital within the curriculum is at times limited and inconsistent across school
- Some pupils in receipt of Pupil Premium, experience adverse emotional impact due to their personal circumstance e.g. deployment, mobility.
- Covid-19 may have had a negative impact on some pupils mental health and well-being, that consequently may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning)

GFM priorities

To enable us to overcome the identified barriers our three year Pupil Premium MAT strategy has the following the key foci:

Tier 1 (teaching)

- Improve the quality of teaching and learning to ensure progressive learning for all.
- Improve standards and outcomes in maths, reading and writing:
- Improve progress at the end of year 8 in line with on entry starting points with a specific focus on English and Maths as well as the progress from KS1 to end of KS2,
- The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium.

Tier 2 (targeted academic support)

- Improve provision and inclusion for all pupils

Tier 3 (wider strategies)

- Reduce absences for all pupils, but in particular those in receipt of PP (internal figures)
- To Increase aspiration and ambition for the future.

- To minimise the impact on pupils emotional well-being due to personal circumstances *e.g. during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,*

To achieve these we will adopt the following strategies/actions:

- High quality first teaching that is regularly monitored and reviewed.
- High quality Professional Development for all members of staff across the Trust through school PL sessions, as well as through the GFM IOE.
- Reviewing research and using evidence based research to inform our planning and provision for pupils.
- The purchase of assessment and diagnostic tools to enable staff to identify targeted next steps.
- ELSA provision, school counsellor and nurture groups ensure that social and emotional needs are addressed.
- Models of good practice to be shared across the Trust
- Regular, focused pupil progress review meetings
- Deploying skilled staff to support PP pupils effectively in meeting their academic and well-being needs.
- High quality interventions which are regularly monitored, evaluated and reviewed – these are run by both teachers and support staff.
- Committee focus in termly Phase meetings.
- Provision map monitoring by the Inclusion Forum
- Leadership team weekly / fortnightly monitoring and follow up of PP attendance.
- Use of inclusion team to support interventions based on needs analysis.

Pupil Premium allocation in 2020-2021 financial year	
LWS FSM	£34380
Special Phase Service Children	£0
Post LAC	£2345
Total	£36725

Lord Wilson School 2020-2021

Current Profile						
Year	2020-2021	Total of FSM budget	£34380	Breakdown of PP Pupils		
NoR	55	Post LAC	£2345	FSM/Ever/Po s	Service	LAC
Date of Statement	22/09/2020	SPP	£0	27	0	4
		Review Date(s)	September 2021			

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

Tier 1 (teaching)

- Pupils at KS4 in Y11 do not make enough progress by the end of the year from their on-entry starting points.
- The quality of teaching across subjects, particularly at KS3, is inconsistent.
- Most non-Disadvantaged students outperform non disadvantaged across all subjects, with significant gaps in Open and against national data
- Teachers need a deeper understanding of the impact of Covid-19 on pupils and the wider community and the effect it may have upon learning and the curriculum that is delivered.

Tier 2 (targeted academic support)

- The vast majority of disadvantaged students at KS4 and some at KS3 do not make enough progress based on their starting points
- Learning needs in reading impacts upon achievement across the curriculum
- Attainment gap - identification of individual students with largest gaps and targeted intervention

Tier 3 (wider strategies)

- Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase
- Students access to cultural capital within the curriculum is at times limited and inconsistent across school
- Poor attendance adversely affects the progress and attainment of pupils
- Covid-19 will have had a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning)

School strategy to overcome barriers (links to School Development Improvement Plan priorities for disadvantaged pupils (Extracts from SDIP))

Intended aim	Anticipated Impact	Actions	Evidence / rationale for chosen action.	Monitoring
Tier 1: Teaching				
<p>Improve the quality of teaching and learning across all departments with a specific focus upon English and Maths</p>	<p>Improvement in the explicit teaching of Literacy and Numeracy at KS3.</p> <p>Improvement in the quality of teaching in all classrooms - teaching is good or better, in line with specific observation focus</p> <p>Gaps in learning are identified early, ensuring early intervention with dedicated staff recruited to provide in addition to core lessons.</p> <p>Formative assessment is used to inform ongoing curriculum planning and support teachers in their knowledge of students' gaps in learning.</p>	<p>Continued Literacy and Numeracy training for all teachers to ensure their confidence to deliver key skills at KS3.</p> <p>Ensure agreed literacy/numeracy strategies are implemented by teachers across the curriculum</p> <p>Ensure curriculum plans make explicit reference to literacy/numeracy skills</p> <p>Bespoke literacy intervention through</p> <p>Line managers identify teaching standards requiring support and coach colleagues to improve/highlight other colleagues they can observe to improve.</p>	<p>KS3 sequencing and particularly explicit teaching of reading highlighted as an area for development (Ofsted 2019)</p> <p>The EEF guide to PP recommends school take a tiered approach to Pupil Premium spending and that teaching should be the top priority</p> <p>It also states that in order to close the gaps the best tool in which to do so consistently excellent teaching</p> <p>The EEF PP also identifies professional development as a key strategy to support the outcomes of disadvantaged learners, this includes training and support for early career teachers</p>	<p>PP Lead</p> <p>Literacy and Numeracy AHT</p> <p>Leadership team</p> <p>Teachers</p>

	<p>Summative assessment is used to track progress over time and address underachievement</p> <p>Curriculum is well sequenced across all key stages, so that pupils are supported to learn more and remember more over time.</p> <p>.</p>	<p>Half termly lesson observation and follow up line management discussion unpicks use/impact of assessment in the classroom.</p> <p>Work sampling of PP to agree expectations that are supportively reviewed half termly by teaching colleagues as part of Staff Development Time.</p> <p>Staff Development Time regularly revisits the notion of a recovery curriculum being a continual drive to addressing disadvantage throughout the school day.</p>		
<p>Improve progress at the end of year 7 in line with on entry starting points with a specific focus on English and Maths</p>	<p>Year 7 curriculum to come inline with Year 6 curriculum within English and Maths to ensure progression for all; based on their on entry point - using robust baseline assessments for 2020-2021 following partial school closures</p>	<p>End of Key Stage 2 Assessment papers to be used to baseline Y7 and QLA data for English and Maths extrapolated to identify areas requiring catchup.</p> <p>Observations of Year 6 students in English and Maths lessons in primary schools</p>	<p>Lesson observation suggests that curriculum planning is not always informed by specific Literacy/Numeracy needs.</p> <p>Ofsted report identified that learning at KS3 is not always well enough sequenced and ECHP information is not always carefully used to support pupils</p>	<p>SPAP Leadership Team</p> <p>English and Maths department</p> <p>Transition Lead</p> <p>Literacy Lead</p>

	<p>Smoother transition process to minimise the impact of transition, especially for transition process - support from the primary classroom (PCM)</p>	<p>SS to join and work alongside transition forum</p> <p>Making contact with feeder schools in the summer term to analyse students work and data.</p> <p>Half termly lesson observations.</p> <p>Half termly curriculum planning feedback. All pupils across the Special phase to complete the Impact Ed assessment tool to inform Catch-up support.</p>	<p>to know more and remember more over time.</p> <p>Impact Ed diagnostic tool - linked to EEF research suggests that the barriers to potential learning in the classroom may be well being and anxiety along with metacognition - Impact Ed study through Covid</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff.</p>	
<p>Improve standards and outcomes in Maths and English</p>	<p>To improve progress and attainment in Maths and English</p> <p>Maths and English outcomes to continue improvement towards closing the national gap</p> <p>Reading ages to improve with supported intervention</p>	<p>English and Maths catchup tutors to model the PP intervention strategy with a focus on it being adopted by all teachers through in-class interventions reviewed on a half termly basis.</p> <p>Reading interventions will include the use of MYON</p>	<p>Previous data suggests that pupils are not yet making progress in English and Maths based on their on entry points and are behind national outcomes</p> <p>Learning needs in reading impacts upon achievement across the curriculum The EEF guide to pupil premium, states that the key ingredient to a successful school</p>	<p>Teachers</p> <p>Leadership team</p> <p>PP Lead</p> <p>Literacy/Numeracy/Catchup Lead</p>

	<p>Improve use of Mastery (KS3) and QLA (KS4) as a diagnostic assessment in both subjects to better inform next learning steps</p>	<p>library, accelerated reader and toe by toe.</p> <p>Regular triangulation of evidence (lesson observation, work sampling and summative data)</p>	<p>is effective teaching and should therefore be a priority when spending PPG funding.</p> <p>Historic Y7 baseline data.</p>	
<p>The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium.</p>	<p>Any negative impact of Covid will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</p> <p>Children will make at least good progress</p> <p>A rich curriculum offer will ensure that children are prepared for their next steps in learning. The effective use of technology will be used to provide online opportunities to learn, personalised resources and ensure students can continue to engage if</p>	<p>To use diagnostic assessment information effectively to re-shape curriculum to meet the needs and address gaps in learning.</p> <p>To use diagnostic assessment information effectively to identify and support targeted pupils with emotional needs.</p> <p>To use the recovery curriculum to structure approach to learning enabling all children to thrive</p> <p>To further implement strategies that support in removing barriers to attendance < 85% (CAFT) and engagement.</p>	<p>NFER building block 1 (whole-school ethos of attainment for all) , 3 (high quality teaching for all and 4 (Meeting individual needs) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed..</p> <p>EEF (Impact of school closures on closing the disadvantaged gaps - June 2020) found that ensuring the elements of effective teaching are still present are more important</p>	<p>School Leadership Team</p> <p>Teachers and Support Staff</p>

	<p>they are unable to attend site..</p> <p>All pupils have access to IT/are supplied with Chromebooks to login to lessons being streamed online.</p>		<p>than how or when online learning (the use of technology) is used.</p>	
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Tier 2: Targeted intervention support

Intended Aim	Anticipated Impact	Actions	Evidence / rationale for chosen action.	Monitoring
<p>To support and improve outcomes for are disadvantaged as they do not make enough progress at the end of both KS3 & KS4</p>	<p>Effective deployment of specific intervention staff to work with identified pupils to improve their literacy and numeracy skills.</p>	<p>Identify disadvantaged learners using progress data and ImpactEd data.</p> <p>Provide specific intervention for students identified with specific needs, eg reading support and handwriting support (Kinetic letters)</p> <p>Regular triangulation of evidence (lesson observation, work sampling and QLA collated from catchup sessions).</p>	<p>The data indicates that students on the SEND register who are in receipt of the PPG do not make enough progress or attainment</p> <p>Impact Ed data suggests a gap in metacognition requiring specific intervention to improve pupils' confidence and thinking skills.</p>	<p>Leadership Team</p> <p>PP Lead</p> <p>Catchup Lead</p> <p>Catchup Tutors</p>
<p>To identify specific learning needs of disadvantaged students</p>	<p>Students who have significant learning</p>	<p>ECHP used to populate learning needs matrix document across the phase.</p>	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high</p>	<p>Teachers</p> <p>School Leadership Team</p>

making less progress and put in place in-class intervention strategies	needs will make better progress.	Curriculum plans specifically tailored to learning needs for groups in each year. Tutor to raise the profile of attendance in lessons through systematic tracking of attendance data. Teachers to measure impact of in-class intervention strategies for students on a half termly basis.	quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.	
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Tier 3: Wider strategies

Intended Aim	Anticipated Impact	Actions	Evidence / rationale for chosen action.	Monitoring
For attendance to be at a minimum of 80% and for the percentage of persistent non-attendees to be reduced.	Higher rates of attendance for all pupils, but in particular those in receipt of PP. At the end of year, school attendance figures will be 80% or higher. The percentage of persistent	Attendance lead runs fortnightly reviews with tutors for attendance of all vulnerable students, including PP. Tutor daily welfare checks to follow up attendance, alongside morning and afternoon online registration slots. Fortnightly monitoring of attendance figures, working	NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families. DfE data indicates that as absences increase, the proportion of pupils achieving	PP and Attendance Lead Home School Link Worker / Child and Family Support Worker across both phases.

	non-attendees to be reduced.	alongside Home School Link Worker and Child and Family Support Worker to support parents/pupils where necessary. This to include: understanding barriers (family and child perspective); supporting both through these barriers.	expected outcomes at KS3 and KS4 decreases.	
Provision for disadvantaged students to be clearly supported and mapped through bespoke individualised pathways and wide participation and engagement in specific events throughout the year.	Wider careers and raising aspirations support/ intervention to be offered to all students through Personal Development time. Unifrog used as a platform to track careers activity from 2021 .	Setting high aspirations for all by further developing links to Post 16 and 18 providers, employers and business. To further embed employer and further education encounters on the timetable for all students to support future and higher destination choices and ensure 0 NEETS.	Need to keep all young people's aspirations on track (EEF research) Parents unable to track destinations and careers pathways information for their children NFER seven point plan indicates raising attainment for all as it's number one building block to success, by raising aspiration this will enable pupils to aim higher for their learning.	Pathways Co-ordinator at LWS Special Phase Careers Lead Unifrog tracking data across GFM GFM Careers Lead Enterprise Adviser GFM Business & Education Forum GFM Careers Adviser
Students access to post 16 pathways to be closer supported and mapped to ensure equity and	Wider careers and raising aspirations support/ intervention, including bespoke	Setting high aspirations for all children, especially disadvantaged groups by further developing links to	Dr. Elnaz Kashfepakdel, Jordan Rehill (Education and Employers) and Dr. Deirdre Hughes OBE (DMH Associates)	SPAP Careers Lead Pathways Coordinator

<p>consistency at each transition phase.</p>	<p>college alternative pathways to be offered to all students from Year 9.</p>	<p>Post 16 and 18 providers, employers and business. To further embed employer and further education encounters on the timetable for all students to support future and higher destination choices and ensure 0 NEETS.</p>	<p>state in their paper,' What works? Career related learning in primary schools' that evidence highlights that career-related learning activities undertaken as part of a development process, supplemented by volunteers can have positive impacts on academic or educational outcomes for the children that take part. They also go onto say that Childhood proficiency in the skills of resilience, conscientiousness, self-awareness and motivation have also been found to be closely associated with educational attainment.</p>	
<p>To Increase aspiration and ambition for the future through the use of LWS Futures within the Curriculum</p>	<p>Pupils will have aspirations for their future and know what skills they need in order to achieve their ambitions.</p> <p>Pupils will be able to make links between subjects taught in school</p>	<p>Professional development programmes to be implemented, raising awareness of key characteristics needed for the wider world and for these to form an integral part of SPAP curriculum <i>e.g. Gosport Futures, STEM/EHOM, Commando Joe's (character development programme)</i></p>	<p>NFER seven point plan indicates raising attainment for all as it's number one building block to success, by raising aspiration this will enable pupils to aim higher for their learning.</p>	<p>School Leadership Team Pupil Premium Lead Teachers</p>

	and the wider world of work.			
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FOR EVALUATIONS OF IMPACT PLEASE SEE APPENDIX 1 (2019-2020)
 Evidence to measure impact of these aims could include:
 Attendance records, attendance action document, pupil conferencing, pupils surveys, Gosport Futures, book monitoring, behaviour records, Renaissance scores/assessment scores, End of key stage and Year assessments, ImpactEd assessments,

Appendices of evaluations
 Appendix 1 - 2019-2020 Review

Planned PPG allocation for 2020-21

Financial year	Planned PPG allocation
Teachers to support focused intervention	£21000
Support staff to support focused intervention including pastoral for LAC	£2345
Resources to support intervention	£11380
Professional learning	£3000
Total	£37720

Appendices of evaluations

[Appendix 1 - 2019-2020 Review](#)