

Pupil premium strategy statement – Lord Wilson

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	67.24% (39) 65.51% (38) - FSM(+E6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Three year strategy: September 2022 Current academic year published: September 2023
Date on which it will be reviewed	Current academic year strategy reviewed: July/September 2023 Three year strategy reviewed: July 2025

Statement authorised by	Kerry Payne, Executive HT with responsibility for Inclusion
Pupil premium lead	Charlotte Hurst
Governor / Trustee lead	Kirsty Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,988.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£32,844.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,832.00

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child 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.

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

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

As well as a school 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Tier 1- Teaching The ambition that all disadvantaged learners receive quality first teaching.
2	Tier 1- Teaching Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by disruption due to the global pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some pupils falling further behind.
3	Tier 1- Teaching Our assessments indicate that some pupils arrive at LWS in Year 7 with significant gaps in their learning.

4	<p>Tier 2- Targeted Academic Support</p> <p>Some pupils do not have gaps in their learning identified early enough, therefore the gap can widen.</p>
5	<p>Tier 2- Targeted Academic Support</p> <p>Some pupils who and are in receipt of Pupil Premium do not make sufficient progress to meet age related expectation</p>
6	<p>Tier 2- Targeted Academic Support</p> <p>Some pupils have limited language and communication skills, which impacts on the progress they make</p>
7	<p>Tier 3- Wider Strategies</p> <p>The impact of socio economic disadvantage alongside the impact of Covid-19 is having 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) <i>(during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health)</i></p>
8	<p>Tier 3- Wider Strategies</p> <p>Poor attendance adversely affects the progress and attainment of some pupils.</p>
9	<p>Tier 3- Wider Strategies</p> <p>Although the attainment gap between disadvantaged and non disadvantaged students is narrowing, this has not yet closed.</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
<p>Tier 1 - Teaching</p> <p>For all learners to receive quality first teaching.</p>	<ul style="list-style-type: none"> Professional learning to develop teaching skills and strategies Teaching will be at least good or better, reflecting all of the teaching standards.

	<ul style="list-style-type: none"> • Gaps in learning will be identified early, ensuring early intervention. • Assessments will ensure that all pupils are challenged and supported. • % of disadvantaged pupils achieving their target grades will continue to improve, narrowing the gap to national outcomes. • Pupils will make at least expected progress against their on entry starting points.
<p>Tier 1 - Teaching</p> <p>For Year 7 students to have a successful transition into secondary school.</p>	<ul style="list-style-type: none"> • The SENCo to have visits to all Year 6 feeder schools • The SENCo to complete tours of the school, share information to parents and students about key information on the school • Year 7 students to complete Renaissance Reading test and CATs test during the first term • Tutors of year 7 pupils will complete Thrive assessments during the first term. • All assessment data will be included on the Year 7 student overviews.
<p>Tier 2- Targeted Academic Support</p> <p>To support and improve outcomes for learners with ECHP's.</p>	<ul style="list-style-type: none"> • As a consequence of targeted, personalised interventions pupils with ECHPs will make small steps progress from their starting points, both in academic and social and emotional development. • This will be reflected in increase in standardised scores (reading test), improvement in attitudes towards learning (ImpactEd, student council, Diagnostic Hub: school bonding and readiness to learn scores) • Effective deployment of staff to support these pupils, including the use of ELSA, TIP counselling, Whole School THRIVE approach, TALA counselling.
<p>Tier 2- Targeted Academic Support</p> <p>To develop communication and interaction skills of students by encouraging students to engage in social activities throughout the school day.</p>	<ul style="list-style-type: none"> • A variety of clubs to offered at breaks and lunchtimes • For breakfast club to be a welcoming , family dining experience for the students that attend

	<ul style="list-style-type: none"> • For all enrichment activities to have a communication and interaction element
<p>Tier 3- Wider Strategies</p> <p>To support students with strategies to support their mental health and wellbeing</p>	<ul style="list-style-type: none"> • All students to have a completed Thrive assessment and Action Plan • For students to be working towards the targets on their Action Plan • For all students to have Toolkit Strategies on their Student Overviews • For students to have areas of the school to access when they feel they need additional support in regulating their emotions
<p>Tier 3- Wider Strategies</p> <p>Improve attainment and progress in reading and oracy (including and handwriting), ensuring that termly Renaissance reading tests are carried out for those with scores below 80.</p>	<ul style="list-style-type: none"> • Renaissance reading data will show that more disadvantaged pupils are achieving in line with their chronological age. • End of KS4 results will show that more disadvantaged pupils are making expected progress in their accredited qualifications.
<p>Tier 3- Wider Strategies</p> <p>Introducing strategies for students with low attendance that provide them opportunities to engage as well supporting their mental health needs.</p>	<ul style="list-style-type: none"> • For students that are not on school site to be engaging in learning in other formats • For students to engage in provision or strategies to support feelings of anxiety around attending school • 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 85% or higher. • The percentage of persistent non-attendees to be less than 40%

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in phonics and literacy for KS3 teaching staff to support students' literacy development.	<p>' All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.'</p> <p>https://educationendowmentfoundation.org.uk/</p>	Tier 1 & 2 Challenge
Bespoke training from an Educational Psychologist	<p>To support teachers in being able to differentiate and use strategies in the classroom to support individual special educational needs.</p> <p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	Tier 1
To provide both staff and students the opportunity to study physical education related qualifications. This will be made possible with the use of a fully equipped on site gym.	<p>'High quality physical education (PE) and sport are a vital part of what makes a great school. Physical activity has a wide range of benefits to pupil health and wellbeing, and the best schools acknowledge that.'</p> <p>DFE- School Sport and Activity Action Plan</p>	Tier 1 challenge 1, 2 & 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing an intervention package that offers literacy and wellbeing support to learners at LWS including:</p> <ul style="list-style-type: none"> - THRIVE training - ELSA - Trauma Informed Practitioner 	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention: <u>Small group tuition EEF</u></p>	<p>Tier 3.1</p> <p>Tier 1.2</p> <p>Tier 2.1</p>
<p>For LWS learning to experience outdoor learning by taking part in -</p> <ul style="list-style-type: none"> -Duke of Edinburgh Award - Watersports - Mountain biking 	<p>‘Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.’</p> <p>www.dofe.org</p>	<p>Tier 1.1</p> <p>Tier 2.1</p> <p>Tier 2.2</p> <p>Tier 3.1</p>
<p>For year 7 to have a successful transition into secondary school</p>	<p>Marc Rowland states that excellent leaders ‘work together to make transition almost seamless’.</p> <p>A successful transition will support teaching staff to have a clear understanding of the gaps that need to be addressed in year 7 students’ learning.</p> <p>This will be achieved through assessments in: Renaissance Reading, CATs, Thrive assessments</p>	<p>Tier 1.3</p>

<p>The development of an EA Gaming suit to offer students a wider learning and post 16 experience, as well promoting literacy skills amongst LWS learners.</p>	<p>‘We found that playing video games can support young people’s literacy, creativity and empathy – with particular benefits for boys and reluctant readers.’ https://literacytrust.org.uk/</p>	<p>Tier 3.2 Tier 2.2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The further implementation of Thrive wellbeing across the school. This will include: interventions, wellbeing and pastoral activities as well as further training for staff.</p>	<p>The benefits of Thrive in the school are-</p> <ol style="list-style-type: none"> 1. ‘Helping children and young people learn about their emotions and regulate their own behaviour.’ 2. ‘Reduce exclusions and improve attendance and attainment by helping children and young people to engage with learning.’ 3. ‘Strengthen links with parents and carers, ensuring a joined-up approach to supporting children.’ <p>www.thriveapproach.co.uk</p>	<p>Tier 3.1 Tier 2.1</p>
<p>Targeted work with students that are identified as being persistently absent. This will include:</p>	<p>We are aware that attendance is a barrier to learning for several pupils especially those who may be disadvantaged. As a school LWS Academy is looking to develop its online and therapeutic offer for students who have attendance issues.</p>	<p>Tier 1.1 Tier 2.1 Tier 3.1</p>

<ul style="list-style-type: none"> - Regular safeguarding visits - Pastoral work with the young person and their families - Offer of THRIVE and ELSA interventions 	<p>The targeted interventions will support students in developing their strategies to support their mental health needs that may be acting as a barrier to attending school. Any strategies that are developed in the interventions will be shared with parents and carers to support their reintegration into school.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u></p> <p><u>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</u></p>	
<p>Improving the schools offer of break and lunchtime clubs, as well as developing Enrichment to support the students skills in communication and interaction.</p>	<p>Enabling physical capacity to learn - prepared for learning, increased engagement in learning experience. <u>https://www.simplypsychology.org/maslow.html</u></p> <p>Marc Rowland suggests: ‘ to help to promote communication and interaction skills, with the aim to identify and label their emotions ... improves the students ability to be ready to learn and access learning.’ There will be a greater choice of break and lunch time clubs with a focus on family dining and promoting social communication amongst peers. Through sports and creativity activities.</p> <p>Enrichment will offer experiences out in the community through trips and organised sporting fixtures.</p>	<p>Tier 2.3 Tier 1.2</p>
<p>Subsidised cost of uniform</p>	<p>Enabling physical capacity to learn - prepared for learning, increased engagement in learning experience.</p>	<p>Tier 3.1</p>

	<p>https://www.simplypsychology.org/maslow.html</p> <p>To create a sense of belonging and pride in the school community. The cost of uniforms can be prohibitive. The student council board have been instrumental in the design as all students are wanting to wear a uniform.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the academic year LWS has prioritised the literacy development of the learners as well as addressing the social, emotional and mental health needs of all the students. LWS prides itself on creating a positive learning experience for all of the students that attend. In the most recent OFSTED it was reported that ' Pupils benefit from the specialist support and care they receive at this school.' (OFSTED 2023). The students benefit from the number of wellbeing interventions that are available to them as well as a whole school THRIVE approach. Reading has been an area of focus and students are participating in reading at all different levels. Phonics are being taught in small intervention groups and the school now has a school library for students to access.

The students' learning needs are identified through baseline assessments. Completing these assessments allows students to have learning tailored to their individual needs. Having bespoke training delivered by an educational psychologist support staff in understanding how to 'pitch' learning to students dependent on their learning profile. 'Leaders have ensured that staff are well trained to understand the wide range of needs of pupils. Due to this, support in class is seamless and helps pupils to learn well.' (OFSTED 2023).

The use of breakfast club, break and lunch time clubs, as well as Enrichment has continued to be an opportunity for students to develop their communication and interaction skills. These structured social development opportunities provide students and staff to build supportive relationships. 'The mutually warm and kind relationships between pupils and staff foster a strong sense of trust. As a result, pupils feel safe and secure enough to take part in lessons and learn.' (OFSTED 2023).

Tier 1 (teaching)

For all learners to receive quality first teaching :

- Teachers have taken part in a robust CPD program over the academic year. This has focused on:
 - The planning and sequencing of learning
 - Assessment for Learning
 - Marking and Feedback for learners
 - Questioning
 - Retrieval Practice
 - Modelling using : I do, We do, You do
- As a result of the CPD teachers are planning an engaging and well sequenced curriculum 'In most lessons, teachers plan engaging activities which help pupils to build knowledge over time. Where the curriculum is strongest, teachers have secure subject knowledge.' (OFSTED 2023).
- Learners are taking part in robust baseline testing: CATS testings, Renaissance Reading assessments. This has allowed teachers to have a better understanding of the starting points of the students and has meant that teachers can plan better for their learning needs.
- Teachers continue to use a range of diagnostic tools to identify, assess, and improve the academic and pastoral experience of all our learners. The Diagnostic hub allows teachers to understand the barriers to learning the students are facing and allows them to identify strategies to support learners in the classroom.

Tier 2 (Targeted support)

- THRIVE has been embedded across the school. All staff have taken part in THRIVE focused CPD sessions. Students have been engaging in the Thrive interventions. The 1:1 or small group interventions have had 100% engagement from pupils.
- Using a combination of student overviews and diagnostic tools teachers are able to identify therapeutic and mentoring interventions that are appropriate. These interventions support students in making progress towards their individual EHCP targets.
- Reading continues to remain the school's number one priority, and all learners receive targeted support in lessons to improve their reading for decoding and meaning, spelling and handwriting skills. The school is offering phonic interventions to offer a rapid progression in reading. KS3 students have dedicated reading lessons on their timetable, with whole school reading taking place on a Friday afternoon. The library has been pivotal in promoting reading and creating a culture of reading in the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive	Thrive Approach
Renaissance Star Assessments	Renaissance Star Assessments - Renaissance Learning
Fresh Start- Phonics	Read, Write Inc

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- working alongside external agencies to support with pupils and parents with challenges linked to SEMH e.g. Youth Options, alternative provision providers (NXT, Oarsome Chance), U-Educate, Motiv8 etc
- Working alongside outside agencies with supporting families with financial challenges e.g. FareShare, Greggs Breakfast Clubs
- Working alongside the GFM Children and Families Team

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which targets from the previous year needed to be extended into this academic year.

We triangulated evidence from multiple sources of data including assessments, Learning Walks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We referred to Marc Rowland's *The Pupil Premium (2014)* and *Addressing Pupil Disadvantage (2021)* to inform us on an effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

