

# Pupil Premium Strategy (2017/18 Expenditure Impact)

## Our main barriers to progress and achievement

Frank Wise School is a 2-19 Special school serving children with severe or profound and multiple learning disabilities. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupil to overcome, including those who are in receipt of the Pupil Premium. As such our approach is designed to ensure that we are able to provide an education of the quality necessary to make sure that having SEND as described above, and being in receipt of the Pupil Premium, is not a double disadvantage. Below we have set out our current focus and the impact that this has had on the attainment of pupils in receipt of the Pupil Premium in comparison to the wider school population. We did not have any children designated as being 'Looked After'.

## Background Research and Practice within Frank Wise School

At the centre of Frank Wise's philosophy is that all pupils matter and we fully support that OfSTED and the government have placed a high status on the Sutton Trust's Teaching and Learning Toolkit, which summarises evidence from research into the impact of various strategies to address the attainment of disadvantaged pupils, with particular relevance to schools' use of the Pupil Premium.

[www.educationendowmentfoundation.org.uk/toolkit](http://www.educationendowmentfoundation.org.uk/toolkit)

We have always used a variety of teaching and support techniques to help the young people and the document does include a warning note that they have taken educational attainment is the 'primary metric' (i.e. the main measure, so it does not systematically report on aspiration, behaviour etc. which are significant aspects of our work). It also warns that they have 'averaged' out the impacts, so while a general trend may be valid, it is not to say that a particular approach which they perceive as low impact might not be valuable in our setting, and equally those they feel are high impact with low cost might not work so well in our setting.

Their summary doesn't include special schools at all. Nevertheless, their system of rating interventions according to the lowest cost for the biggest impact is likely to actually support lots of work going on in special schools anyway.

In Frank Wise School our data show us that our children eligible for Free School Meals (FSM) and our Looked After Children (LAC) meet or exceed the attainment of the rest of the school. We therefore focus on some of their best interventions with impact on the whole school, and which are therefore important for our FSM and LAC children's attainment as well. In particular, improving teaching skills in giving feedback and questioning techniques are crucial for all staff, since year on year staff move across the school, and sometimes within the year thus an FSM or LAC child can work with any member of staff at any one time.

The top three that the Sutton Trust Report highlights are:

1. Feedback: Very high impact for low cost
2. Meta-cognition: High impact for low cost
3. Peer tutoring: High impact for low cost

**Feedback:** Ability of staff to give pupils constructive feedback on their work and performance. The quality of our staff training (teachers and support staff) has been previously recognised by Investors in People having been rated to be Gold Standard, the highest possible ranking. We

currently work closely with the Teacher Development Trust to ensure that we are getting access to high quality professional development. Within the school we have carefully developed programmes of induction and mentoring for all new staff, along with significant ongoing in-house training supported by external courses as required.

**Meta-cognition:** This is described as providing the pupils with strategies for learning. In our school this includes early learning responses, turn-taking and other intellectual and reasoning skills, up to higher levels of cognitive thinking in which the pupil is taught to demonstrate the ability to think about their process of learning.

**Peer tutoring:** The report suggests that cross-age tutoring offers slightly greater benefits - whilst this is not perceived to be as powerful a tool for raising achievement as the first two, we do nevertheless engineer opportunities within the school year for pupils to benefit from working across the age groups, with events such as Sports Day, World Book Day, Red Nose Day and other charitable activities, Christmas productions and films, and annual Curriculum Days.

### Other Uses of Pupil Premium

We serve a mixed catchment centred on the town of Banbury. Measures of deprivation vary in terms of accuracy, but 4 neighbourhoods within our immediate catchment are in the top 20% most deprived areas nationally and many others fall within the top 30%. Statistics can only partially represent the true breadth of the impact of deprivation in the locality, and we are aware that there are other children within our school, from different areas of the town, from other towns, and from rural settings, whose families are also significantly affected by the same social and financial difficulties. It is essential that we make the maximum use of the flexibility of this funding to have the highest impact on the greatest number of children, improving outcomes for all.

Given our priorities of ensuring that all staff are highly skilled in the use of feedback/questioning, and the development of meta-cognitive skills in our pupils, both of which are supported by the outcomes of the Sutton Trust research, we use this funding to meet these aims. Increased funding for LAC children is leading to us reviewing this with a view to developing more targeted approaches. There are already ways in which the funding supports our LAC and FSM children.

These include:

1. Funding the hours for an Out of School Liaison Officer
2. Payment for Residential Visits (LAC pupils)
3. Administration of FSM and LAC paperwork
4. Community and special events which help the children to integrate into the wider society.

### Annual Report Details for 2017 - 2018

	<b>FSM</b>	<b>LAC (inc adopted/ residency)</b>	<b>Total</b>
No. of eligible pupils	32	0	32
Rate of Pupil Premium	18 @ £935 + 14 @ £1,320		N/A
Overall funding	£35,310	0	£35,310

<b>Pupil Group</b>	<b>IEP Targets met</b>	<b>P Scale / NC progress</b>
FSM (2017-18)	87% (School average.: 85%)	Please see attached sheet for progress in English and Maths across a three year period (average Key Stage length).

<b>Pupil Group</b>	<b>IEP Targets met</b>	<b>P Scale / NC progress</b>
LAC (2017- 18)	N/A (School average.: N/A%)	Please note that the school does not currently have any pupils who are defined as being Looked After.

<b>Action</b>	<b>Cost</b>	<b>Pupil Outcomes</b>	<b>Evidence</b>
Staff training, including induction to support high quality first teaching	£11,000	Outstanding	Ofsted report (full, 2015)
Development of meta-cognition skills in pupils (resources)	£3,000	Outstanding	Ofsted report (full, 2015)
Peer tutoring whole school events	£2,000	See Pupil Group data	Student Council, Curriculum day activity
Out of School Liaison Officer	£15,000	Families of FSM & LAC supported during year	OSLO newsletters/reports (2017-18)
Contributions towards residential trips - families with financial issues	£2,000	FSM/LAC pupils (Year 4+) attended residential trips 2017/18	Payment records and trip videos.
FSM & LAC Administration	£2,000	See Pupil Group data	FSM & LAC paperwork
<b>TOTAL</b>	<b>£35,000</b>		

Please see pupil progress summary data analysis below.

The report will be updated during Autumn 2019.

# Progress Summary: LAC, FSM & Pupil Premium Groups

## NC/P-Scale Data - English

### Listening

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM	1	3	1	11	4	2
Pupil Prem.	1	3	1	12	6	2

### Speaking

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		3	1	9	7	2
Pupil Prem.		3	2	10	8	2

### Reading

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		4	2	13	2	1
Pupil Prem.		4	2	14	4	1

### Writing

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		5		12	5	
Pupil Prem.		5		15	5	

Progress across 3 years (an average Key Stage)

## NC/P-Scale Data - Maths

### Using and Applying

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		4	5	9	3	1
Pupil Prem.		4	7	9	4	1

### Number

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		4	5	10	2	1
Pupil Prem.		4	6	11	3	1

### Shape, Space and Measure

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		3	6	9	4	
Pupil Prem.		3	7	10	4	1

### Progress across 3 years (an average Key Stage)