



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Frank Wise School
Pupils in school	118 (116.4 FTE)
Proportion of disadvantaged pupils	36.7%
Pupil premium allocation this academic year	£48,350
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	September 2020
Review date	September 2021
Statement authorised by	Simon Knight
Pupil premium lead	Simon Knight
Governor lead	Richard Howard

## Disadvantaged pupil barriers to success

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.

To support the school to achieve this we align our practice with the recommendations set out in the Education Endowment Foundation's Guide to the Pupil Premium. In particular the comment, "Good teaching is the most important lever schools have for improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."

A further challenge faced by our pupils is accessing the opportunities to be able to apply what they have successfully achieved within school, in less familiar contexts beyond school. This is one factor in the poor long term outcomes we see in young people with learning disabilities, as set out in the Institute of Health Equity report, ["A Fair, Supportive Society"](#). As such enabling our students to access opportunities beyond school is a key way of supporting them to overcome barriers to future success.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils in receipt of the Pupil Premium make at least expected progress in Language and	There is no general gap between the success of pupils in receipt of the	July 2021

Communication, as defined by the completion of IEP targets.	Pupil Premium and the general school population	
Pupils in receipt of the Pupil Premium make at least expected progress in Intellectual and Reasoning Skills and Numeracy, as defined by the completion of IEP targets.	There is no general gap between the success of pupils in receipt of the Pupil Premium and the general school population	July 2021
All pupils in receipt of the Pupil Premium secure developmentally appropriate recognition of their achievements in Year 11 and Year 14	All pupils in receipt of the Pupil Premium secure developmentally appropriate recognition of their achievements and suitable communication of capability for Post-19 destinations	July 2021

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Pupils in receipt of the Pupil Premium are able to access appropriate out of school activities based on their developmental level and interests	A minimum of 60% of pupils in receipt of the Pupil Premium take up opportunities for out of school activities.	July 2021
Pupils in receipt of the Pupil Premium are able to access suitable work-based experiences and where developmentally appropriate, work placements	There are no variances between the opportunities available for pupils in receipt of the Pupil Premium and the general school population	July 2021
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities	Financial barriers do not prevent the opportunity to apply and generalise learning in unfamiliar contexts	July 2021

### Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Development of PODD book strategies.	All classes, applying PODD principles with specific pupils and across whole class	January 2021

Review of progress measure assessment	New Progress assessment system to be trialled across the school	July 2021
New methodology for communicating capability beyond Post-19 has been identified and trialled.	All Year 14 students to leave with certification or portfolio evidence articulating their individual capabilities.	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Consolidation of the use of PODD book across the school and staff trained on PODD book. CPD co-ordinator to support the use of PODD. The implementation process associated with PODD to be evaluated.
Priority 2	Sustain high levels of teacher and support staff quality through access to a programme of induction, CPD and curriculum development. Sustain access to suitable resources and staffing to deliver high quality learning experiences.
Barriers to learning these priorities address	Support pupils to reduce the impact of their communication difficulties and cognitive development difficulties.
Projected spending	£28,500

### Wider strategies for current academic year

Measure	Activity
Priority 1	Further develop opportunities for out of school activities and residential visits for all pupils.
Priority 2	Further develop work placements, work-based experiences and access to off-site learning opportunities on both a day visit and residential basis
Barriers to learning these priorities address	Lack of opportunity for young people with learning disabilities to access social and educational opportunities beyond the school setting. Challenges faced by families to supporting their children to access opportunities beyond school.
Projected spending	£19,500

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Enabling access to opportunities for supporting the ongoing development of practice.	Provide a range of opportunities for professional learning with a degree of flexibility that recognises the diversity with which people manage their work/life balance.
Targeted support	The time taken to develop PODD book resources and monitor the implementation effectively across the school.	Train CPD/ Language and Communication lead in PODD and secure support from the Speech and Language Therapy team.
Wider strategies	The time taken to support applications for funding, support families and build partnerships and maintain support in the event of further lockdowns.	Sustain the Out of School Liaison Officer role.

## Review: last year's aims and outcomes

Aim	Outcome
Pupils in receipt of the Pupil Premium make at least expected progress in Language and Communication, as defined by the completion of IEP targets.	The Covid-19 pandemic has resulted in the validity of comparative numeric data being compromised and as such it is not being reported. However, no broad trends in variances in either attainment or wellbeing have been identified at either a class level, or a whole school level.
Pupils in receipt of the Pupil Premium make at least expected progress in Intellectual and Reasoning Skills and Numeracy, as defined by the completion of IEP targets.	The Covid-19 pandemic has resulted in the validity of comparative numeric data being compromised and as such it is not being reported. However, no broad trends in variances in either attainment or wellbeing have been identified at either a class level, or a whole school level.
All pupils in receipt of the Pupil Premium secure developmentally appropriate accreditation in Year 11 and Year 14	100% of pupils in receipt of the Pupil Premium in Year 11 and Year 14 secured developmentally appropriate accreditation.
Pupils in receipt of the Pupil Premium are able to access appropriate out of school activities based on their developmental level and interests	Access to out of school activity was significantly impacted by Covid-19. However, 56% of pupils in receipt of the Pupil Premium still accessed out of school activities during the 2019- 2020 Academic year, double the number of non-pupil premium pupils.
Pupils in receipt of the Pupil Premium are able to access suitable work-based	Access to work experience was significantly impacted by Covid-19 and as such no pupils in receipt of the Pupil Premium accessed off

Aim	Outcome
experiences and where developmentally appropriate, work placements	site work experiences. All work-related education took place on site instead
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities	Access to residential and day trip activity was significantly impacted by Covid-19 with only one trip taking place. Within this group there were no pupils in receipt of the Pupil Premium.