



Pupil premium strategy statement

School overview

Metric	Data
School name	Frank Wise School
Pupils in school	119.4 FTE
Proportion of disadvantaged pupils	36.7%
Pupil premium allocation this academic year	£46,435
Academic year or years covered by statement	2021/22 – 2023/24
Publish date	September 2021
Review date	September 2022
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 pupils 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 EEF Guide to the Pupil Premium (Autumn 2021) In particular, we use a tiered approach towards improving outcomes for disadvantaged pupils, and in doing so recognise the broader benefits to the school population of approaching the prioritisation of expenditure in this way.

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 factor in supporting them to overcome barriers to future success and maximise their potential.

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 Communication, as defined by	There is no general gap between the success of pupils in receipt of the	July 2022

the completion of Annual 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 Annual targets.	There is no general gap between the success of pupils in receipt of the Pupil Premium and the general school population	July 2022
All pupils in receipt of the Pupil Premium secure well rounded and developmentally appropriate recognition of their achievements in 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 2022

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 50% of pupils in receipt of the Pupil Premium take up opportunities for out of school activities.	July 2022
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 2022
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 2022

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Embedding of PODD book strategies.	All classes, applying PODD principles effectively with specific pupils and across whole class.	January 2022

Review of progress measure assessment has been completed and analysis software identified	New Progress assessment system software to be identified and purchased to enable better analysis of pupil outcomes.	July 2022
New methodology for communicating capability beyond Post-19 has been embedded.	All Year 14 students to leave with certification or portfolio evidence articulating their individual capabilities.	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Further consolidation of the use of PODD book across the school and staff trained on PODD book. Language and Communication Subject Leader 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	£26, 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 both across and beyond the school.	Support the Language and Communication lead in disseminating their expertise in PODD and secure support from the Speech and Language Therapy team. Ongoing training of new staff and current staff .Training of parents and other organisations that require it – Let’s Play, colleges etc.
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 Annual 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 Annual 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 benefit from new methodology for communicating capability beyond Post-19	100% of pupils in receipt of the Pupil Premium in Year 14 received appropriate materials for communicating their capability to those beyond the school.
Pupils in receipt of the Pupil Premium are able to access appropriate out of school	Access to out of school activity was significantly impacted by Covid-19. However,

Aim	Outcome
activities based on their developmental level and interests	53% of pupils in receipt of the Pupil Premium still accessed out of school activities during the 2020- 2021 Academic year, compared to 36% of non-pupil premium pupils.
Pupils in receipt of the Pupil Premium are able to access suitable work-based experiences and where developmentally appropriate, work placements	Access to work experience was significantly impacted by Covid-19 and as such no pupils in receipt of the Pupil Premium accessed off 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, however a small number of local off site visits still took place.