

# Pupil premium strategy statement (Incorporating the Covid Recovery Grant)



## School overview

Metric	Data
School name	Frank Wise School
Pupils in school	121
Proportion of disadvantaged pupils	37.2%
Pupil premium allocation this academic year	£51,335
Covid Recovery premium allocation this academic year	£36,000
Academic year or years covered by statement	2022/23 – 2024/25
Publish date	September 2022
Review date	September 2023
Statement authorised by	Heidi Dennison
Pupil premium lead	Simon Knight
Governor lead	Shirley Gelleburn

## 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 (April 2022) 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

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Pupils in receipt of the Pupil Premium make at least expected progress in Language and Communication, 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 2023
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 2023
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 2023

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

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
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 2023
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 2023
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities, and community-based education.	Financial barriers do not prevent the opportunity to apply and generalise learning in unfamiliar contexts	July 2023

## Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Continued embedding of PODD book strategies, the refinement and updating of phonetic teaching approaches and resourcing, the further development of Numeracy resourcing.	All classes, applying PODD principles effectively with specific pupils and across whole class. Implementation of Little Wandle phonics scheme in line with school's approach and pupil requirements. Enhance Numeracy resourcing in order to support pupil specific development.	July 2023
Review of progress measure assessment has been completed and analysis software implemented	Evidence for Learning software to be purchased and its use tailored to the school's requirements and population, to enable a more refined analysis of pupil outcomes.	July 2023
New methodology for communicating capability beyond Post-19 has been embedded.	All Year 14 students to leave with external certification and/or portfolio evidence articulating their individual capabilities.	July 2023

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Further consolidation of the use of PODD book across the school and new staff trained on the effective use of PODD book. Purchase and implement new Phonics and Numeracy resources.
Priority 2	Implement new assessment analysis tool, (Evidence for Learning) adapted to the requirements of the school and the pupil population
Priority 3	Sustain high levels of teacher and support staff quality through access to a programme of induction, CPD and curriculum development. Enhance access to suitable resources and staffing to deliver high quality learning experiences, with a specific focus on those class groups whose pupils are finding it hardest to adapt to the expectations of effective learning.

	Maintain day to day staffing levels to ensure, as best possible, the delivery of all aspects of teaching in ratios commensurate with effective learning.
Barriers to learning these priorities address	<p>Support pupils to reduce the impact of their communication difficulties and cognitive development difficulties.</p> <p>Better understand the journey from knowledge acquisition into the skilful application of knowledge both within and beyond the school.</p> <p>Target support where pupil groups have been most affected by the disruption of the Pandemic and where risk to learning loss is greatest.</p> <p>Maintain momentum of delivery within the classroom in order to ensure we maximise the potential to acquire and apply new knowledge.</p>
Projected spending	£68,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Rebuild opportunities for out of school activities and residential visits for all pupils following the disruption of the COVID-19 pandemic.
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. The impact of COVID-19 disruption of pupil independence and experience of wider community activity. Economic hardship as a result of the cost of living crisis
Projected spending	£19,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Enabling access to ongoing opportunities for supporting the continual 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. Make effective use of the new ECF and NPQ opportunities in line with the requirements of staff working within a Special school setting
Targeted support	<p>The time taken to develop PODD book resources and monitor the implementation effectively both across and beyond the school.</p> <p>Supporting staff to integrate new Phonics resources into learning opportunities without losing sight of the individual requirements of the child.</p> <p>Ensuring that those pupils still rebuilding their readiness to learn and effective self-regulation skills are supported by sufficient staff numbers.</p>	<p>Support the Language and Communication lead in disseminating their expertise in PODD and secure support from the Speech and Language Therapy team.</p> <p>Provide whole school training on the use of Little Wandle phonics resources.</p> <p>Ongoing training of new staff and current staff in the balancing of commercial resources with the evidence of individual pupil requirements.</p> <p>Secure additional staff to be deployed to those classes identified as having greater developmental and behavioural needs.</p>
Wider strategies	The time taken to generate applications for funding, support families, build partnerships and enhance the quality of off-site learning.	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. From September 2022 we anticipate that the new methodologies for analysing outcome and application data

Aim	Outcome
	will be in place and data reportable from September 2023.
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. From September 2022 we anticipate that the new methodologies for analysing outcome and application data will be in place and data reportable from September 2023.
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 activities based on their developmental level and interests	61% of pupils in receipt of the Pupil Premium accessed out of school activities during the 2021- 2022 Academic year, compared to 45% 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 continued to be impacted by Covid-19 and as such no pupils in receipt of the Pupil Premium accessed off site work experiences. Work-related education included a mixed offer of on and off-site employer led activities and was accessed by all pupils in years 5 to 14, including all those entitled to Pupil Premium.
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities	100% of pupils in receipt of the Pupil Premium had access to day or residential trips based on pupil age. No pupils were unable to attend as a result of financial implications.