



Pupil premium strategy statement 2024/5 – 2026/7

School overview

Metric	Data
School name	Frank Wise School
Pupils in school	121
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£60,022
Academic year or years covered by statement	2024/25 – 2026/27
Publish date	September 2024
Review date	September 2025
Statement authorised by	Heidi Dennison
Pupil premium lead	Simon Knight
Lead Governor	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, our practice our practice is informed by the recommendations set out in the EEF Guide to the Pupil Premium (September 2023). 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 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 2025
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 2025
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 2025

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 2025
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 2025
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities, and community-based education, to support the functional	Financial barriers do not prevent the opportunity to apply and generalise learning in unfamiliar contexts	July 2025

application of knowledge and skills.		
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Teaching priorities for current academic year

Aim	Evidence of impact	Target date
To evaluate the impact of introducing the Little Wandle revised Letters and Sounds Programme (SSP approach).	All classes, are successfully implementing the Little Wandle phonics scheme in line with the school's agreed approach and pupil requirements.	July 2025
To review developments in approaches for the collation, analysis and presentation of information on achievement and progress.	Evidence for Learning is being used effectively to evaluate both the acquisition of new knowledge and its skilful functional application	July 2025
To evaluate the impact of any changes made to the systems, structures and processes within post-16 education, including the new methodology for communicating capability beyond Post-19 has been embedded.	The balance of learning is effectively enabling students to transition effectively to their next destination. The Year 14 portfolio of evidence articulating their individual capabilities is effective in sharing learner potential with those less familiar with them.	July 2025

Targeted academic support for current academic year

Measure	Activity
Priority 1	Evaluate the extent to which Little Wandle is being used effectively to inform well targeted learning opportunities that are aligned to pupil developmental need. Identify the extent to which learning resources are meeting need and what further investment is required.
Priority 2	Review the impact of EFL on the evaluation of learner outcomes associated with both the acquisition of new knowledge and the skilful functional application of that knowledge. Procure the additional components of the software to aid analysis.
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

	<p>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.</p> <p>Maintain day to day staffing levels to ensure, as best possible, the delivery of all aspects of teaching in ratios commensurate with effective learning.</p>
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>Maintain momentum of delivery within the classroom in order to ensure we maximise the potential to acquire and apply new knowledge.</p>
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to develop opportunities for off-site learning, 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. Variable opportunities for pupil independence and experience of wider community activity as a result of negative perceptions of disability-based difference. Economic hardship as a result of the cost-of-living crisis
Projected spending	£20,000

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	Supporting staff to effectively use new Phonics approaches to support learning opportunities without losing sight of the individual developmental requirements of the child.	Support the Language and Communication lead in disseminating their expertise on the use of Little Wandle phonics resources. Ongoing training of new staff and current staff in the balancing of commercial resources with the evidence of individual pupil requirements. Secure additional staff to be deployed to those classes identified as having greater developmental and behavioural needs.
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.	We were currently developing our use of the Evidence for Learning tool and are now confident that the data entered is reflective of the children's acquisition of knowledge and skills and the functional application of this. The next step is to process the data using the EFL Insights tool and analyse the information gained. However, visual scrutiny of the data would indicate that there are no identifiable variances in attainment at either a class level, or a whole school level. We anticipate that the process of detailed

Aim	Outcome
	analysis will be completed by the end of the 2024/25 academic year.
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.	We were currently developing our use of the Evidence for Learning tool and are now confident that the data entered is reflective of the children's acquisition of knowledge and skills and the functional application of this. The next step is to process the data using the EFL Insights tool and analyse the information gained. However, visual scrutiny of the data would indicate that there are no identifiable variances in attainment at either a class level, or a whole school level. We anticipate that the process of detailed analysis will be completed by the end of the 2024/25 academic year.
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. Including, but not limited to, a Digital CV, Photobook reflecting achievements aligned to EHCP Outcomes and video portfolio of knowledge and skills being functionally applied.
Pupils in receipt of the Pupil Premium are able to access appropriate out of school activities based on their developmental level and interests	59% of pupils in receipt of the Pupil Premium accessed out of school activities during the 2023 - 2024 Academic year, compared to 43% 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	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. Access to individual work experience is explored largely in Post 16 education. 50% of pupils within the GC who accessed individualised work experience placements were in receipt of Pupil Premium.
Pupils in receipt of the Pupil Premium are able to access residential and day trip activities	98% 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.