

Pupil premium strategy statement – Lighthouse School Leeds

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2025/2026
Date this statement was published	18/12/2023
Date on which it will be reviewed	02/12/2024
Statement authorised by	Emma Sullivan, Principal
Pupil premium lead	Daniel Sitkin, Assistant Principal
Governor / Trustee lead	Matt Cryer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,665
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£30,912
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,577

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to utilise pupil premium funding to achieve and maintain sustained positive outcomes for our disadvantaged students. This disadvantage can inter-sect with their SEN needs, and manifest in multiple different ways – academic, pastoral, attendance, ambitions, social interaction opportunities, community access opportunities, EHCP, etc...

The priority for all our students – especially our most disadvantaged - is high-quality teaching and learning and an ambitious, innovative curriculum. Although our strategy is centred on the needs of disadvantaged students, it will benefit all students in our school when funding is allocated towards whole-school approaches, such as high-quality instruction.

Although 23.8% of all students are eligible for Free School Meals, this increases to 41.1% when looking at students with EHCPs. This indicates that Lighthouse School has a proportionately smaller amount of PP students, compared to other specialist settings.

This is the second year of the current three-year strategic plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social and community access skills are integral to future success. As stated in the ‘Social and Emotional Skills in Childhood and their Long-Term Effects on Adult Life’ , ‘good social skills [...] were predictors of life satisfaction and wellbeing, labour market success, and good health’.
2	Attendance is a key barrier to success for PP students. Historically, there has been a >5% differential between % attendance rate for PP and non-PP students. As stated in the ‘Improving Attendance At School’ report – ‘There is a clear link between poor attendance at school and lower academic achievement’.
3	Disadvantaged pupil barriers to success in Lighthouse School are varied depending on the individuals. In various forms, it includes support needed with emotional needs, emotional literacy, self-esteem, attachment, social interaction skills, and communication. This is integral to their access to academic learning, impacts their ambitions, and reduces their general wellbeing.

	This is supported by the ‘Social And Emotional Learning: Skills For Life And Work’ report by the Early Intervention Foundation report that highlights the research that ‘better self-regulation is strongly associated with mental well-being; good physical health and health behaviours; and socio-economic and labour market outcomes.’
4	A lack of personal hygiene skills is a significant barrier for a subsection of PP students. As highlighted in Ramos-Morcillo, et. al (2019) ‘ <i>Poor hygiene habits are a risk factor for preventable disease and social rejection</i> ’. Supporting students with their personal hygiene makes them more employable, healthier, and raises their self-esteem.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
By the end of the current strategy plan, there will be no gap in ‘Community and Relationship’ EHCP objectives between PP and non-PP students	<p>PP Barriers to accessing SHINE and extra-curricular activities are removed (e.g. funding transport) and proactively offered to PP families.</p> <p>High-quality Skills & Experience and Wellbeing curriculum embedded.</p> <p>All subjects facilitate meaningful educational visits and all barriers to access – including financial – are removed for PP students</p>
By the end of the current strategy plan, there will be no gap in attendance rates between PP and non-PP students.	<p>Family Liaison Officers provide bespoke support for Persistent Absentees, and where required, facilitate additional support from the Cluster. Resources are prioritised for PP students.</p> <p>Attendance strategy plan is fully embedded across school practice.</p>
By the end of the current strategy plan, the emotional self-regulation and mental well-being of disadvantaged students is improved and there is no gap between PP and non-PP students	<p>Significant reduction in PP students CPOMS incidents rates for ‘Behaviour’ and ‘Pastoral Care Concern’.</p> <p>No gap between PP and non-PP students in CPOMS incidents rates for ‘Behaviour’ and ‘Pastoral Care Concern’.</p> <p>Where required, PP students have a regular intervention/mentoring session using evidence and trauma-informed practice</p>

By the end of the current strategy plan, there will be no gap in levels of Personal Hygiene between PP and non-PP	<p>Personal hygiene interventions will be successfully delivered to all students – but prioritising PP students. All interventions will be fully resourced.</p> <p>Where required, PP students will be given access to Personal Hygiene products to practise and embed intervention learning in the home.</p> <p>High-quality Skills & Experience and Wellbeing curriculum embedded.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportional funding (22.7%) for cost of additional Skills and Experience qualified teacher	Evidence supports that ‘pupils make less progress when they have a teacher that does not have a formal teaching qualification’ .	1, 4
Proportional funding (22.7%) for cost of teaching and learning CPD	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider	1, 3,

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement Personal Hygiene Interventions	Evidence supports the impact of small group and 1:1 tuition around targeted student needs . This is especially when delivered by experienced staff following a structure.	4
Implement Emotional Literacy and Behaviour interventions	Evidence supports the impact of emotional literacy and behaviour interventions on students outcomes . Funding supports training on the interventions to maximise outcome.	3
Provide Mentoring to targeted students, especially those with low attendance	Evidence supports the impact of mentoring on student attainment . Additional care is taken to ensure that mentor drop-out is minimised.	2,3
Proportional funding (22.7%) for cost of STA role allowing for more flexible grouping and scaffolding.	Evidence supports the impact of teaching assistant interventions . The STA role also supports more flexible grouping which also has a positive impact on SEN student outcomes .	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportional funding (22.7%) for cost of Family Liaison Officers to maximise attendance	Evidence supports the impact of Parental engagement and attendance strategies on attendance, and subsequently, student outcomes.	2
Fund the delivery of smaller 'Wellbeing' group sessions in every student's timetable and the creation of Teaching Assistants with Mentoring/Intervention Responsibilities	Evidence supports that self-regulation teaching (including learning to learn skills) and social and emotional learning have a significant positive impact on student outcomes.	3
Funding access to community activities, educational visits, SHINE, etc... for PP students	Surveys have demonstrated that a quarter of parents are struggling to pay for educational visits .	1

Total budgeted cost: £50,577

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, utilising outcomes data, EHCP outcomes analysis, national assessment data and our internal summative and formative assessments.

The data highlights that the historic progress gap between PP and non-PP students was closed – to the point that PP students are slightly out-performing non-PP students. This demonstrates the sustained impact of the previous PP strategy. This was also evident in the qualification outcomes for students in 22-23. All of the PP (or PP eligible) students met or exceeded their target and predicted grades.

However, there continues to be four key areas for PP strategy:

- 1) Community access and social interaction opportunities
- 2) Attendance
- 3) Behaviour and self-regulation
- 4) Personal Hygiene

These were set as the strategic priorities last academic year.

- 1) Community access and social interaction opportunities

There has been an increase in the number of PP students who have accessed SHINE – the school's extra-curricular social interaction structure. This has partly been facilitated by the funding of transport/key costs for PP students, to reduce their barriers to access. Students regularly access Community via Skills and Experience timetabled lessons. This is delivered by qualified teachers who have developed a curriculum that incorporates both community access and educational visits. However, the number of educational visits can still be increased across most subjects – a key priority in the school's SDP.

- 2) Attendance

Attendance continues to be a challenge for all students, but there continues to be a differential between PP and non-PP students. The school has recruited multiple Family Liaison Officers and is working closely with external agencies (e.g. Cluster) to address any attendance issues. However, there is a small cohort of students who are persistently absent and PP students are over-represented in this group. The school has developed an attendance action plan and increased the size of its Family Liaison team to address this issue.

- 3) Behaviour

29% of Behaviour incidents and 43% of Emotional Health CPOMS incidents were from PP students - despite PP students representing 26% of Lighthouse Students in 2022-23. This indicates PP students continue to be slightly over-represented in Behaviour incidents, but significantly over-represented in Emotional Health concerns. As a result,

changes have been made to the Wellbeing provision – both in terms of timetable Wellbeing lessons and interventions/mentoring sessions. Additional Teaching Assistants with mentoring/intervention responsibilities have been recruited and trained.

4) Personal Hygiene

Personal Hygiene is a barrier for a small subsection of PP students, so no statistical analysis is suitable. However, when they took place, the interventions were successful in supporting students' Personal Hygiene. This is evidenced in student EHCP assessments.

Externally provided programmes

Programme	Provider
None	None

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
No service pupil premium students are currently on roll at Lighthouse School
The impact of that spending on service pupil premium eligible pupils
No service pupil premium students are currently on roll at Lighthouse School

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.