

Pupil premium strategy statement

School overview

Metric	Data
School name	Lighthouse School
Pupils in school	83
Proportion of disadvantaged pupils	32.5%
Pupil premium allocation this academic year	£17,190
Academic year or years covered by statement	2021-2022
Publish date	01/11/21
Review date	
Statement authorised by	Emma Sullivan
Pupil premium lead	Daniel Sitkin
Governor lead	Matt Cryer

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.’

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’.

Following analysis of assessment data since 2019, the school identified that EHCP outcomes were the aspect of the provision most negatively impacted by Covid-19 restrictions. This impacted PP students, even though they were prioritised for places on site, as some EHCP outcomes (e.g. community access) were not Covid-19 secure. The differential between PP and non-PP students is outlined below:

	Employability	Community and Relationships	Healthy Living	Independent Living	SALT
Differential between PP and non-PP (negative number indicates PP achieved less than non-PP)	-8%	-1%	-10%	-24%	+27%

A lack of personal hygiene skills is a significant barrier for a subsection of PP students. As highlighted in [Ramos-Morcillo, et. al \(2019\)](#) ‘Poor hygiene habits are a

risk factor for preventable disease and social rejection'. Supporting students with their personal hygiene makes them more employable, healthier, and raises their self-esteem.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
PP students achieve expected outcomes	Students in KS4 and KS5 achieve their targeted qualification outcomes. There should be a 0% gap between PP and non-PP students in exam outcomes, with targeted support in developing necessary evidence provided.	September 2022
PP students report equivalent levels of progress against EHCPs	Targeted interventions and additional staffing provided so that there is no gap between PP and non-PP progress in EHCP outcomes success. Monitored by SENCO, with additional parental involvement where necessary.	July 2022
PP students report similar level of behaviour incidents to non-PP students	PP and non-PP have equivalent level of behaviour incidents. Additional Wellbeing staff and Wellbeing re-structure facilitated using PP-funds – specifically emotional literacy interventions.	July 2022

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

Aim	Evidence of impact	Target date
PP students have high levels of attendance	A wide range of bespoke strategies employed to address attendance disparity. This includes the recruitment of a Family Liaison Officer, use of external Attendance Officers via the Cluster, home visits, and targeted transition timetables. PP attendance should be equivalent to non-PP students -	July 2022

	excluding Covid-related absences.	
PP students make accelerated progress in their emotional literacy	<p>Pupil progress data for Wellbeing and in relevant EHCP outcomes is equivalent.</p> <p>Targeted interventions provided for PP students including 1-2-1 mentoring. Individual mentoring interventions monitored and tracked and impact measured.</p>	July 2022
PP students are more independent in self-care	<p>Interventions delivered to targeted PP students who require additional support with personal hygiene. Curriculum re-structured and additional roles created to highlight this to make more central to curriculum.</p> <p>Impact should be that PP students should require less personal care support next academic year. Differential between PP and non-PP in Independent Living Skills to be reduced by 15%+</p>	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure highest level of teaching and learning by providing effective CPD and targeted support for all teaching staff.</p> <p>Provide lead with 20% PPA (double the statutory minimum) to provide time to plan, deliver, and assess to the highest level.</p>
Priority 2	Recruit Family Liaison Officer to ensure high levels of attendance by PP students to access high-quality learning.
Barriers to learning these priorities address	<p>Attendance</p> <p>Employability EHCP differential</p>
Projected spending	22,560 (including on-call costs)

Wider strategies for current academic year

Measure	Activity
Priority 1	Additional staff recruited to support with emotional literacy, including targeted interventions, mentoring, and wellbeing session delivery. This includes teaching staff allocated to EHCP interventions in timetable.
Priority 2	Additional staff recruited to support with life skills curriculum. This is included in EHCP intervention and part of student timetables. Targeted support and additional interventions provided for specific students.
Barriers to learning these priorities address	Personal hygiene interventions Emotional literacy and wellbeing
Projected spending	21,000 (including on-core costs)

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Attendance differential between PP and non-PP students	Recruitment of Family Liaison Officer Better systems for chasing and analysing attendance patterns Utilise external attendance support via the cluster
Targeted support	Maximising impact of EHCP interventions to address PP and non-PP differential – especially in Life Skills	Restructure of Life Skills department and increased staffing to prioritise aspect of the provision. Increased resourcing of
Wider strategies	The need for additional mental health interventions has accelerated during the Covid-19 pandemic. Waiting times for support from external agencies has increased.	Upskill Lighthouse staff to further develop mental health practices. This includes Mental Health First Aiders, MindMates, and explore Trauma CPD (offered by Virtual Schools).

Review: last year's aims and outcomes

Aim	Outcome
Raise self-esteem amongst targeted students with male role model sessions	Targeted student A has had significantly reduced (estimated 50%) escalations in 20-21 compared to previous years. Targeted student B and C have had

Aim	Outcome
	some reduction in escalations (estimated 25%), but with higher internal attendance
Improved personal care – leading to an increase in self-confidence and self-care amongst targeted students	Significantly impacted by Covid. Additional bespoke support provided and students invited to be on-site for interventions. Some short-term impact, but long-term impact to be monitored. Ongoing target.
Additional staff recruited to support with emotional needs and increase access to curriculum	Staff member supported during lockdown to raise student access to remote learning. This contributed to there being no gap in progress during lockdown between PP and non-PP students.