

Pupil Premium Statement 2019-2020

In the year 2019-20 Lighthouse School have 26 learners who are eligible for additional Pupil Premium funding. This constitutes 32.5% of the student population.

As a specialist school for autism, the barriers our Pupil Premium students face can sometimes manifest differently. For example, as a result of their autism, a student may have particular sensory needs that mean they require a specific brand of (non-flavoured) toothpaste. This is a pivotal resource in the teaching of personal hygiene and independence, while also supporting the development of self-confidence and social interaction skills. Pupil Premium students may need these specialised items purchased for them.

The barriers to achievement each of our Pupil Premium students face are disparate and distinct. We therefore analyse their individual needs at the beginning of each academic year and this informs our Pupil Premium strategy and spending.

The breakdown of the learners accessing Pupil Premium is:

25	Secondary Free School Meals
1	Looked After
	Adopted Children
	Service Children

The Government has allocated Pupil Premium to the Lighthouse School through the funding mechanism described below:

Free School Meals	£935 per learner in year groups 7 to Year 11
Looked After	£1899 per learner
Adopted Children	£1,900 per learner
Service Children	£300 per learner

The total amount allocated is therefore:

Free School Meals	£23,375
Looked After	£1899
Adopted Children	£0
Service Children Recorded as 'ever 4 service'	£0

Therefore the total amount allocated to Lighthouse School 2019-20 = **£25,274**

Impact of 2018-2019 Pupil Premium Spending

PP Funding Purchase	Cost	Barrier Addressed	Intended Impact
Select male KS4 and KS5 PP students have a session a week led by a male role model to support with emotional self-regulation and wellbeing.	£552	Targeted students lacked self-esteem. This was a hindrance to their academic and social success.	Improved emotional wellbeing (higher self-esteem, fewer incidents of aggression). Improved internal attendance, attitude to learning, and as a result improved academic progress.
<p>Evaluation of Impact</p> <p>This strategy was a success with fewer incidents of aggression from the targeted students. Internal attendance also improved although there are still improvements to be made. The sessions were often reactive, but moved to proactive in order to embed improved emotional wellbeing. Strategy to continue in 2019-2020, but with a focus on proactively addressing self-confidence issues.</p>			
Additional tutor hired to support group with high proportion of PP students.	£5601	Additional staff supports with emotional needs and increases pupils' access to the curriculum, maximising educational and social outcomes.	All students continue to make expected or better academic progress. Further reductions in escalations and improved wellbeing amongst targeted pupils. Improvement in social interaction skills in students.
<p>Evaluation of Impact</p> <p>This strategy had a significant impact on the students. Higher staff-to-student ratio allowed for more parallel teaching and better differentiation. Student escalations decreased as the additional member of staff could reduce triggers and support with emotional regulation. Where escalations did happen, this had a minimal impact on the rest of the group due to additional tutor hired. Strategy to continue in 2019-2020, but with a different member of staff.</p>			
Targeted students to be offered a hygiene routine in school – including purchasing of deodorant. Students to be taken to the supermarket and items to be purchased by school, based on their preference.	£150	Students to have improved personal hygiene, supporting their general wellbeing, as well as self-confidence and social interaction skills.	Increase self-confidence and independent self-care skills. Students social interaction skills improved and sense of worth heightened.
<p>Evaluation of Impact</p> <p>This strategy had an impact on the independent self-care skills of the targeted student. However, additional barriers need to be addressed before this can be generalised. Strategy to continue and develop so that independent self-care skills can be developed outside of school.</p>			

Targeted students to be provided with specific items that will counteract their low academic expectations of themselves.	£50	Students to be purchased items/books based on their interests and aligned with further academic achievement (e.g. books from the A level English curriculum for student who has a GCSE in English)	Students aspirations, exploring pathways.	increased including academic
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Evaluation of Impact

This strategy has had little impact. The targeted students have explored academic pathways (the intended impact), but this was a result of a different strategy (to facilitate visits to further education institutions), rather than the strategy outlined above. Strategy to change in 2019-2020 so that targeted students are given more opportunities to physically visit local further education institutions.

Three hours of therapeutic support every week for PP+ student.	£1507	Student requires support around attachment to improve attendance, behavioural control, and to support their academic achievement	Student to require no 1:1 staffing. Student to feel comfortable expressing emotions, develop sustained friendship, and feel comfortable enough to write in lessons.
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Evaluation of Impact

This strategy has had substantial impact. The student no longer requires 1-to-1 support in lesson and has had fewer escalations compared to the previous year. Social interaction skills have increased significantly and student has developed multiple sustained friendships. Strategy to continue in 2019-2020 so that student is confident enough to write in lessons.

Ad hoc weekly 1:1 mentoring, pastoral care, and counselling from Wellbeing to support a student with bereavement	£1377.12	Student requires grief support to maximise general wellbeing and ensure improved social communication skills	Ongoing ad hoc grief counselling to ensure student can understand grief and emotions further. Student's emotional self-regulation is improved.
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Evaluation of Impact

This strategy has had a significant impact on the particular student, with increased and improved self-regulation and participation in learning (as evidenced through ATL score). Strategy to continue in 2019-2020, and expand to include another PP student who could benefit from the bereavement counselling.

Early help practitioner hired to help a family and 1:1 intervention for child's pastoral care	£502.33	Student and family require support to maximise wellbeing, facilitate stability to ensure improved academic progress.	Family further engaged in work done with school. Students have higher self-esteem and hygiene.
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Evaluation of Impact

This strategy has had some impact. The targeted students have higher self-esteem and personal hygiene has improved. However, the family's engagement with the school has fluctuated. After a noted improvement, there has been some disengagement. A different strategy will be attempted in 2019-2020.

Additional key worker support for PP students, including home/school liaising allowing for a safer school and home environment	£475.86	Ensure that home environment is conducive to high self-esteem, positive social interactions and academic progress.	No social interaction skills gap between PP and non-PP students.
<p>Evaluation of Impact</p> <p>This strategy has had an impact, with the social interaction skills of gap between PP and non-PP students reducing. However, there is still progress to be made. An additional role has been created in 2019-2020 to facilitate the furthering of this strategy.</p>			
Accessing offsite weekly extra-curricular activities (e.g. gym) to develop community access skills.	£3834	Supports student with development of independent living skills so that they can access other community support when older.	Student has improved ILS assessment, including able to generalise dressing skills and access community provisions.
<p>Evaluation of Impact</p> <p>This strategy has had a significant impact. Targeted students are accessing offsite extra-curricular activities successfully. This has led to progress in ILS – including dressing skills and purchasing items independently. Strategy to continue in 2019-2020 with additional PP students included.</p>			
Transport to Community and 1:1 teaching of functional money skills in the local supermarket	£1216	Students lack independent living skills to purchase items in the supermarket without support.	Students to be able to purchase an item with minimal prompting and support by the end of the year.
<p>Evaluation of Impact</p> <p>This strategy has had a significant impact. Targeted students are able to purchase items with minimal prompting. Strategy to continue in 2019-2020 with target of independent purchasing of items.</p>			
Increased community access for PP students (including accessing local transport and services)	£3,243	Several PP students lack experience of being outside in the community. This significantly reduces their independence, self-esteem, and ability to safeguard themselves.	Increased community access for PP students (including accessing local transport and services) leads to improved independence, reduction in prompting, and ability to cross the road safely.
<p>Evaluation of Impact</p> <p>This strategy has had a significant impact. Targeted students are regularly accessing the community and are more familiar with local services. Students road safety skills have developed significantly and the majority of targeted students can now cross the road independently or with minimal prompting. Strategy to continue in 2019-2020 to include new PP students.</p>			
Two hours weekly Wellbeing interventions	£951	Support a PP student's emotional wellbeing and maximise their access to learning	Reduction in internal absconding and increased emotional self-regulation by the end of the year.

Evaluation of Impact

This strategy has had a significant impact. Targeted student has had a reduction in absconding and improved self-regulation. Student attendance in lessons has increased. Strategy to continue in 2019-2020 and include other PP students.

Purchasing of Accelerated Reader system and licenses	£500	Used to raise achievement in Literacy levels and interest for PP students	Increase engagement in reading and accelerated reading/general literacy progress.
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Evaluation of Impact

This strategy has had a significant impact. A significant number of targeted PP students passed a Functional Skills reading assessment, with the AR system contributing to this. PP students had similar progress levels to non-PP students in Literacy across the school. Strategy to continue in 2019-2020. It will include all PP students and will incorporate further incentives/book purchases to maximise impact on PP students.

Use of Pupil Premium 2019-2020

PP Funding Purchase	Cost	Barrier Addressed	Intended Impact
Select male KS4 and KS5 PP students have one session a week led by a male role model to support with emotional self-regulation and wellbeing.	£552	Targeted students lack self-esteem. This is a hindrance to their academic and social success.	More focus on proactive emotional self-regulation. Students to have fewer incidents of aggression, higher internal attendance, and to have three incidents of not responding to triggers.
Additional tutor hired and trained to support group with high proportion of PP students.	£5901	Additional staff supports with emotional needs and increases pupils' access to the curriculum, maximising educational and social outcomes.	All students continue to make expected or better academic progress. Further reductions in escalations and improved wellbeing amongst targeted pupils. Improvement in social interaction skills in students.
Targeted students to be offered a hygiene routine in school – including purchasing of deodorant and toothpaste. Students to be taken to the supermarket and items to be purchased by school, based on their preference.	£150	Students to have improved personal hygiene, supporting their general wellbeing, as well as self-confidence and social interaction skills.	Students to embed independent hygiene skills and generalise it so applied outside of school.
Targeted students to be given the opportunity to visit local Higher Education institutions.	£350	Students often unaware of the further education options available to them. Students can struggle to envisage themselves attending a higher education institution.	Students increased aspirations, including exploring academic pathways. Students explore further education at Careers interview.
Three hours of therapeutic support every week for PP+ student.	£1507	Student requires support around attachment to improve attendance, behavioural control, and to support their academic achievement	Student to feel comfortable expressing emotions consistently and to write independently in half of all lessons.
Ad hoc weekly 1:1 mentoring, pastoral care, and counselling from Wellbeing to support two students with bereavement	£2,754	Students requires grief support to maximise general wellbeing and ensure improved social communication skills	Ongoing ad hoc grief counselling to ensure students can understand grief and emotions further. Students' emotional self-regulation is improved.
Additional Early Help training and practitioner hired to help a family and 1:1 intervention for child's pastoral care	£502	Student and family require support to maximise wellbeing, facilitate stability to ensure improved academic progress.	Family further engaged in work done with school.

Child Protection and Attendance Officer hired to support PP students, including home/school liaising allowing for a safer school and home environment	£7,697	Ensure that home environment is conducive to high self-esteem, positive social interactions and academic progress.	No social interaction skills gap between PP and non-PP students. Child Protection issues of PP students
Accessing offsite weekly extra-curricular activities (e.g. gym) to develop community access skills.	£4,217	Supports student with development of independent living skills so that they can access other community support when older.	Student has improved ILS assessment, including able to generalise dressing skills and access community provisions.
Transport to Community and 1:1 teaching of functional money skills in the local supermarket	£1,216	Students lack independent living skills to purchase items in the supermarket without support.	Students to be able to purchase an item independently by the end of the year.
Increased community access for PP students (including accessing local transport and services)	£3,567	Several PP students lack experience of being outside in the community. This significantly reduces their independence, self-esteem, and ability to safeguard themselves.	Increased community access for PP students (including accessing local transport and services) leads to improved independence, reduction in prompting, and ability to cross the road safely.
Two hours weekly Wellbeing interventions	£1046	Support a PP student's emotional wellbeing and maximise their access to learning	Reduction in internal absconding and increased emotional self-regulation by the end of the year.
Purchasing of Accelerated Reader system and licenses	£600	Used to raise achievement in Literacy levels and interest for PP students	Increase engagement in reading and accelerated reading/general literacy progress.

Total planned spending on PP students 2019-20 = £30,059

2019-2020 KPIs

KPI	Current Level	Target Level
PP students to have equal attendance levels to non-PP students (excluding students on reduced timetable) by the end of 2019-2020	89% attendance (PP students) compared to 95% (non-PP students).	95% attendance for PP students (excluding those with reduced timetable)
PP students to have equivalent ATL and Progress scores in English and Maths to non-PP students by the end of 2019-2020	Non-PP students with expected or above Progress and ATL in English and Maths – 84% PP students – 70%	85% expected or above Progress and ATL in English and Maths for PP students
PP students to have equivalent ATL and Progress scores in SaLT to non-PP students by the end of 2019-2020	Non-PP students with expected or above Progress and ATL in SaLT – 90% PP students – 86%	90% expected or above Progress and ATL in SaLT for PP students
PP students to have the same rate of 'behaviour incidents' as non-PP students	Non-PP Students $489/43 =$ Average 11.4 incidents per non-PP student PP Students - $370/20 =$ Average 18.5 incidents per PP student	Average 11 incidents per PP student
During Pupil Voice Survey at the end of 2019-2020, PP students to have equivalent results in "I am making good academic progress" and "I am making good social progress" to non-PP students.	n/a as data not extractable from previous survey	PP students equivalent average score in Pupil Voice Survey to non-PP students