Lancasterian School Pupil Premium Report 2021-22

Introduction

Pupil premium was introduced by the government in April 2011. The funding was allocated specifically for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

Each individual school decides how their Pupil Premium is best spent to raise achievement and improve outcomes for the target pupils identified. Schools are however held accountable for how the funding is used and are expected to report to parents and the Governing Body on Pupil Premium expenditure.

In 2021-22 Lancasterian received a total of £96,265 pupil premium funding (including LAC) for the financial year for pupils entitled to pupil premium. Out of the 155 students of statutory school age a total of 92 students meet the funding criteria. This is 59% of the school population at Lancasterian. In 21/22 there were a total of 4 statutory school age students in receipt of PP LAC funding. There are a total of 7 LAC students.

Information on Progress of students

Assessment at Lancasterian School is an ongoing process carried out by teachers and their teams. This ensures there is always an accurate picture of a pupil's current attainment and their next steps. Pupils are assessed through teacher assessment based on observations and marking of their work.

For the academic year 2021-2022 teachers have recorded their assessments on Evidence for Learning (EfL), a specific assessment software system used in many Special Schools. Pupil progress is tracked and analysed using EfL with relevant data updated at key assessment points throughout the year. Teachers, SLT and subject leaders set targets for the expected pupil progress over a key stage/ year based on prior attainment and Lancasterian Progression Guidance.

Regular pupil progress meetings take place to ensure that individual assessment data is effectively shared, discussed and moderated. Careful analysis and rigorous scrutiny of the data enables the comparison of achievement between pupils from vulnerable groups. This informs individual, group and whole school interventions and enable their impact to be effectively measured and evaluated.

To support the educational progress of our pupils we use our own 'Lancs Bands' which includes objectives from P Levels, Pre Key Stage Standards, Key Stage Standards, Entry Level, Functional Skills and ASDAN Levels. Pre-Formal Classes work within bands 1-4, Semi-Formal Classes work within bands 5-8, and Formal Classes are working in bands 9+. Lancs Bands follow on from each other which makes it easier to measure process for pupils who are bridging curriculums.

Our school has worked hard to develop a curriculum that is suitable for the needs of all our learners and it is the basis of our assessment system. This will help our pupils progress and gain the skills and qualifications they need for a successful and meaningful life.

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Formal Pathway Data

	Reading	Writing	Speaking and Listening	Maths
Key Stage 1 Overall	16.83	21.93	17.50	45.58
Key Stage 1 PP	26.60	22.85	16.95	45.15
Key Stage 1 NPP	7.05	21.00	18.05	46.00
Key Stage 2 Overall	17.99	22.76	57.39	26.26
Key Stage 2 PP	19.33	27.59	60.09	19.60
Key Stage 2 NPP	15.32	13.10	51.98	39.57
Key Stage 3 Overall	32.69	17.26	31.38	5.29
Key Stage 3 PP	33.40	15.60	30.38	12.11
Key Stage 3 NPP	30.80	21.70	34.07	-12.90
Key Stage 4 Overall	3.92	5.33	5.44	
Key Stage 4 PP	2.52	4.67	4.83	
Key Stage 4 NPP	6.73	6.67	6.67	

- KS1 PP students achieved higher than Non PP students in Reading and Writing.
- KS2 PP students achieved higher than Non PP students in Reading and Speaking and Listening.
- KS3 PP students achieved higher than Non PP students in Reading and Maths.

Semi-Formal Pathway Data

	Reading	Writing	Communicating	Reasoning
Key Stage 1 Overall	33.03	39.28	19.87	22.60
Key Stage 1 PP	21.32	29.29	20.45	30.80
Key Stage 1 NPP	42.93	47.73	19.38	15.67
Key Stage 2 Overall	17.49	34.66	23.17	18.55
Key Stage2 PP	13.70	29.08	15.49	22.86
Key Stage2 NPP	24.32	44.72	37.00	10.79
Key Stage 3 Overall	50.71	61.23	55.72	45.83
Key Stage 3 PP	62.68	65.25	67.83	40.26
Key Stage 3 NPP	38.73	57.20	43.61	51.41
Key Stage 4 Overall	39.49	38.56	59.41	57.84
Key Stage 4 PP	39.60	49.41	66.65	58.81
Key Stage 4 NPP	39.32	20.48	47.33	56.23

- KS1 PP students achieved higher than Non PP students in Communicating and Reasoning.

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- KS2 PP students achieved higher than Non PP students in Reasoning.
- KS3 PP students achieved higher than Non PP students in Reading, Writing and Communicating.
- KS4 PP students achieved higher than Non PP students in Reading, Writing, Communicating and Reasoning.

Pre-Formal Pathway Data

	My Communication	My Cognition
Key Stage 1 Overall	8.73	5.48
Key Stage 1 PP	10.35	3.55
Key Stage 1 NPP	7.11	7.40
Key Stage 2 Overall	10.17	10.46
Key Stage2 PP	7.00	9.32
Key Stage2 NPP	14.13	11.88
Key Stage 3 Overall	12.24	8.01
Key Stage 3 PP	11.96	7.18
Key Stage 3 NPP	14.20	13.80
Key Stage 4 Overall	11.45	9.15
Key Stage 4 PP	11.80	6.25
Key Stage 4 NPP	0.00	0.00

- KS1 PP students achieved higher than Non PP students in My Communication.

Pupils eligible for PPG receive:

1. Targeted and general Speech & Language Therapy (SaLT) and Occupational Therapy (OT) Support.

2. Support from our Early Help and Intervention Lead (EHIL) to improve for some pupils and maintain for others their attendance; when comparing pupil attendance data from 20-21.

3. The EHIL to support with intervention work supporting the PSHE curriculum in developing emotional literacy, self-esteem, building relationship and developing the inclusion of safeguarding within the curriculum.

4. Literacy & Maths Curriculum Intervention Lead (CIL) Teaching Assistant; to deliver targeted interventions for pupils not achieving expected progress in English and Maths across the school. (inc Yr 7 catch up).

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5. The development of our enrichment program and linking this to the Skills for Life program will support pupil's opportunities to mix with a wider range of pupils, experience a wider range of activities and develop the skills they need in preparation for adulthood including employability.

6. The continued employment of a play therapist to support pupils with higher level emotional or mental wellbeing difficulties.

7. The continued employment of rebound therapy to meet the needs of our pupils with PMLD.

8. Additional teacher time to support the recovery work for pupils whose learning has been impacted by Covid.

Summary of spending and actions taken:

Teaching

Curriculum Development
We have been developing staff to have a deeper understanding of their subject area and sequence of learning so therefore they are more able to adapt and differentiate outcomes to meet all pupil needs. We have recently appointed a TLR who is responsible for mentoring staff in developing their subject leadership.
This year, subject leads have been working on developing topic grids and themes to ensure curriculum coverage alongside writing schemes of work to support teachers with their planning and meeting all their learners needs. To do this, teachers are allocated additional time during the term.

MOVE Training
We have implemented MOVE training to develop the physical movement and independence of all our pupils, across the whole school. This was initiated by 2 MOVE day training sessions– day 1 raising awareness (20 staff) day 2 (6 staff) move practitioners. After this, we created a MOVE team to put together an action plan to ensure this was implemented in a strategic way. Initially we asked MOVE staff who were 1 day trained to meet with their teams to decide who would benefit from the MOVE programme.

Most classes are now using MOVE in their everyday routines, MOVE passports have been developed to detail the progress individual pupils have made and what next classes need to continue when pupils transition.

MSI Training
In January, we implemented a 5 day in-house MSI training, and staff from other schools and settings joined us. This training enabled us to train other class staff

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working within teams working with MSI pupils to ensure MSI pupils will always receive appropriate input even if their intervener is absent.

TLR 3 Post
A TLR 3 post was appointed to manage Pupil Premium and School Led Tutoring funding and ensure positive impact on pupils.

Targeted Academic Support

Curriculum Interventions
In January, we employed a qualified teacher to deliver additional tutoring support for 3 days a week. School Led Tutoring was delivered to pupils across school by either herself or a TA4, in collaboration with Teachers and first term data was used to look at any gaps between progress data and PP/Non PP.

The groups included:
- Handwriting intervention
- Telling the time
- Phonics
- Early Number work
- 'Little Wandle' reading intervention
- Functional Skills assessment practice

Occupational Therapy
Targeted Occupational Therapy (OT) support through the equivalent of 1.5 days full time on site OT. Role is to assess and ensure that pupils': sensory needs and/or physical and independence skills are developed. Through purchasing and monitoring the use of the correct equipment and small aids, such as seating and writing materials, to enable pupils to develop functional gross and fine motor skills. Therefore, enabling them to engage more effectively in their learning.

The OT has seen pupils individually for sensory need assessment and physical/ independence skills. She has worked with a group of pupils for an hour each week for a term to develop their fine motor skills.

Speech and Language Therapy
The Speech and Language Therapist (SaLT) has seen all pupils who use an AAC device either high tech or low tech to assess current use and ensure that their communication skills are maintained and if possible extended.

The SaLT has worked across the school with classes to develop the use of total communication and therefore support the universal offer that is available to all our pupils. She has run training for the whole school staff on early communication and strategies and then met with individual teachers to support any specific needs.

Wider strategies

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Support for Pupils and Families

The Early Help and Intervention lead (EHIL) was part funded by the Pupil Premium Funding. The main focus of the role is to provide family support and pastoral care in a variety of ways:

- Early identification of early help and family support
- Support with applications for funding, housing and short breaks
- Sign posting to appropriate support outside of school
- Multi agency working
- Guidance on parenting skills and topical workshops
- Running regular parent support groups
- Representing school at Child in Need meetings
- Liaising with Social Care
- Small group and 1-1 intervention for emotional wellbeing

Play Therapy

The Play Therapist continue to work with a pupil they had worked with in previous year and there has been a reduction in behaviour incidences over this period.

Enrichment

The Deputy Head and TA4 Lead of Curriculum Intervention allocated time to develop the enrichment offer that is delivered by TA3's throughout the school.

Rebound Therapy

Rebound Therapy allowed pupils to develop their physical abilities such as their muscle tone, co-ordination and balance. It also provided pupils with communication and turn taking opportunities and allowed them to self-regulate in a new way.

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