

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	2020-2021
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’.

Although we offer remote learning that does not rely on technology, there are multiple learning activities that are dependent on IT and stable internet in the home. PP students can have less access to the necessary IT hardware and network to fully participate in remote learning.

A lack of personal hygiene is a significant barrier for a subsection of PP students. This impacts their health, social interactions and 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	September 2021

	<p>targeted qualification outcomes – irrespective of the disruption to exams.</p> <p>There should be a 0% gap between PP and non-PP students in exam outcomes, with targeted support in developing necessary evidence provided.</p>	
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 2021
PP students report similar level of behaviour incidents to non-PP students		

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

Aim	Evidence of impact	Target date
PP students have high levels of attendance	<p>A wide range of bespoke strategies employed to address attendance disparity. This includes the recruitment of a Family Liason Officer, use of external Attendance Officers via the Cluster, home visits, and targeted transition timetables.</p> <p>PP attendance should be equivalent to non-PP students, at 95% - excluding Covid-related absences.</p>	July 2021

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.</p>	July 2021
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.</p>	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use innovation to ensure high levels of teaching and learning despite Covid-19 risk assessment limitations. This includes mitigating impact of any lockdown on learning and providing PP students with laptops, dongles, and additional training to increase access to remote learning.
Priority 2	Purchase of Accelerated Reader system to increase progress in reading – especially amongst core targeted group
Barriers to learning these priorities address	<p>Technological barriers impacting pupil progress during remote learning</p> <p>Self-esteem and self-confidence in learners</p>
Projected spending	11,860

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.
Priority 2	Increase targeted EHCP interventions, individualised, to support students achieve their EHCP objectives.
Barriers to learning these priorities address	Personal hygiene interventions (via EHCP) Targeted attendance support (via EHCP) Emotional literacy (via additional staff and EHCP)
Projected spending	21,000 (including on-core costs)

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Limitations in teaching delivery as a result of the Covid-19 risk assessment (e.g. teaching from box, reduced contact with books)	Training on lesson delivery Training on Class Notebook Additional resources provided to facilitate learning throughout RA limitations
Targeted support	Additional attendance support for targeted family who struggle to engage with attendance staff	Utilise external attendance support via the cluster
Wider strategies	EHCP objectives significantly impacted by lockdown limitations – especially social interaction and community visits	Modification of remote learning timetable to ensure daily social interaction over lunch. Additional community sessions in the timetable and modification of curriculum plan to include more EHCP time.

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 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

Aim	Outcome
	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.