



Pupil premium strategy statement – Wilson Stuart School

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	265 (195 across primary / secondary)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	25/7/23
Date on which it will be reviewed	10/7/23
Statement authorised by	S.Harris
Pupil premium lead	T.Elmes
Governor / Trustee lead	A.Orton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,505
Recovery premium funding allocation this academic year	£91,152 / £16,035 Tuition fund)
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0 No Carry Forward from previous year
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>	£98,505 (PP only inc Carry Forward) £91,152 (Recovery Premium allocation) £16,035 – NTP Tuition Fund £189,657 (PP/RP) £205,692 (PP/RP/TF) Full total



Part A: Pupil premium strategy plan

Statement of intent

At Wilson Stuart School we have a high proportion of students that are eligible for pupil premium funding as they are deemed to be disadvantaged and our aim is to use this funding to help students to achieve and sustain positive outcomes. We aim to close the attainment gap between our disadvantaged and non-disadvantaged students and will do so through effective classroom practice as well as planned expenditure to provide access to resources needed. Due to the additional needs of all our students, our pupil premium cohort have significant additional barriers to learning including communication and cognition as well as attendance due to complex medical needs.

Our intention is to narrow gaps in attendance, progress and attainment and provide a range of experiences and wider school opportunities for our pupil premium students. This will act to support our fulfilment of developing the students cultural capital and will also support the schools curriculum which looks to give enough time for real life learning and ensure that they have the skills and knowledge required as they prepare for adulthood and a life beyond education at Wilson Stuart.

To do this we will focus on:

- A reduction in barriers preventing students from attending school and provide support where necessary to improve attendance.
- Developing student communication using a number of strategies both in class and using external providers / support
- Removing potential barriers to learning across the 5 pathways through effective differentiation to meets the specific needs of our students (Classroom practice)
- Providing access to wider school experiences and opportunities that they may not otherwise have had access to outside school

Whilst our strategy for pupil premium expenditure is focused on the needs of our pupil premium cohort, it is important to note that planned expenditure will benefit all pupils in our school where funding is spent on whole-school/ wider-school approaches. As a result of this we expect that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

This strategy will work alongside the School Development Plan (SDP) and will support achievement for all. All staff will act as stakeholders and will be included in ensuring a high-quality provision for all pupils.

Challenges

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



Challenge number	Detail of challenge
1	<p>Students that have significant communication barriers e.g Non-verbal, Low literacy levels.</p> <p>Many of our students need communication support such as using communication books, symbols etc as well as use of technology such as vocas and eye gaze. Communication support may come in the form of one to one support, additional printed resources or CPD in developing teaching practice.</p>
2	<p>Students that have significant Physical disabilities some of which require additional support / therapy / physio.</p> <p>Some students have regressed physically due to the reduction in services through the pandemic. The school has responded to this by increasing student access to Physical activities at the start of each day which also links to the individual students EHCP.</p>
3	<p>Students that struggle to maintain attendance due to complex medical needs e.g regular hospital appointments / consults etc</p> <p>The needs of our students are such that they will require additional time away from school at different times during the year to maintain their health needs. As a school we need to support this whilst also ensuring that the impact on education is not significant.</p>
4	<p>Students with low reading ability and disengaged with reading. As a school we recognise that many of our students have a lower than expected reading age and as such there is a focus within the curriculum to provide students with a wide variety of opportunities to engage in reading.</p>
5	<p>Students / Families with low aspirations and academic outcomes. Many of our families live in areas of deprivation and as such aspirations are low across families. As a school it is our job to provide support to improve life chances and show students and families what can be accessed.</p>
6	<p>Students with low literacy levels being able to access the curriculum across the school. Literacy and communication can have a significant impact on students accessing the content of the curriculum therefore time and money is being invested in communication teams to deliver best practice across the school.</p>
7	<p>Students with low numeracy levels and the negative impact this has on their wider life. Intervention staff play an important role in identifying and support students one to one to develop areas of weakness including numeracy.</p>
8	<p>Students' understanding of literacy, numeracy and communication skills in a real life context. The school curriculum has now been re-developed so that preparing for adulthood and real life education and application is embedded in all aspects of the curriculum including numeracy, literacy and communication.</p>
9	<p>Students' physical and mental well-being. The impact of the pandemic has meant that significant numbers within our school community have regressed physically due in part to many NHS services being withdrawn / limited due to COVID restrictions. As a schools we have responded to this by increasing physical development during Physical 45 sessions each day as well as designated PD staff members.</p>
10	<p>Students' independence and safety awareness. Due to the needs of our students there is a priority to try and increase the independence and safety awareness so that they are less vulnerable as they prepare for life outside</p>



	Wilson Stuart. Part of our PfA work in school looks to develop and evidence this area.
11	Parental engagement and their understanding of how to support their child's education. As a school we are committed to increasing parent engagement and providing support through dedicated staff (Family engagement officer)
12	Lower attendance of disadvantaged students – Attendance rates for disadvantaged students are below those of non-pupil premium students. There have been gaps between cohorts of students in previous years and this is something that is monitored as part of the attendance process in school.

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
Attainment: Improve the attainment of disadvantaged students by closing the gap between pupil premium and non-pupil premium students particularly in Literacy and Numeracy, so both groups of students equally make appropriate levels of progress.	Based on the data from 2022-23, 7% of PP students were working below their expected outcome in Literacy compared to 6% of non PP students (Difference of 1%) In Numeracy the gap was larger with 16% of PP students working below expected outcome compared to 12% of non PP students (Difference 4%) Analysis from assessment data will show the gap between PP and non PP students narrowing and ultimately close to equal or better by the end of the strategy period.
Attendance: To maintain attendance between disadvantaged and non-disadvantaged students.	Attendance data from 2022-23 showed pupil premium students attendance was 6% lower than non PP students. As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT/ pastoral team. Attendance data comparisons will show the gap between disadvantaged and non-disadvantaged students narrowing and whole school attendance improving each year.
Communication: To develop a range of communication strategies for both verbal and non verbal students to allow PP and non PP students to access the curriculum across the pathways	Regular assessments and observations of classroom practice using communication aids will inform success as well as analysis of data for communication strand of literacy comparing PP and non PP students. 22-23 data demonstrated a 2% difference in this strand with 8% PP students working below and 6% non PP working below expected outcomes. (Data does not include PMLD cohort) With further investment in communication intervention we would like to see this gap close completely.
Student wellbeing: To provide students with a wide range of opportunities to improve their personal development and well being to include opportunities inside and outside the classroom	Evidence log in EfL will document opportunities that students get across the period. Attendance data and CPOM incident data will also demonstrate an improvement in student wellbeing / behaviours in school.



	Can also get some data from parent engagement events
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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: £ 35,411 (PP) £16,035 (Tuition Fund) £50,344 (Recovery Premium) Total = £101,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication Staffing – 4 posts (Funded staffing costs)	<p>Funding that is used to part fund staffing costs for 3 Communication Team posts. The communication team support in classrooms across school and provide interventions on a one to one basis to improve communication and language but also to inform teaching practice and develop further bespoke strategies for students.</p> <p><i>Research suggests that communication and language intervention provides high impact support to learners and enables them to access the curriculum and develop a deeper understanding.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1/4/6/8/10
Physical development staffing – 2 posts (Funded staffing costs)	<p>Funding used to part fund staffing costs for 2 Physical development team posts. The Physical development team aid in the walking and standing programmes at the school and provide support alongside NHS physio teams. The PD team are able to provide one to one support for students across the school and develop physical programmes that can be used by the wider school staff as part of the physical 45 sessions.</p> <p><i>Research suggests that the pandemic has had a detrimental effect on the physical development of students in school (particularly students with SEND)</i></p> <p>https://www.webmd.com/lung/news/20200715/pandemic-causing-kids-to-regress-experts-say</p> <p>Many students regressed due to the constraints of physio services therefore the PD team has been developed to counter act this.</p>	2/9/10

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

Budgeted cost: £ 17,895 (PP) £17,895 (RP)

Total = £35,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Intervention – Staffing Costs</i>	<p>One to one support for students through a structured / timetabled intervention programme. Literacy staff / Data information informs students that need additional literacy support and then a bespoke programme is planned and delivered by 2 full time staff members</p> <p><i>Improving Literacy in Secondary Schools – Guidance report states that one of the effective strategies to improve Literacy in students is a planned high quality intervention working one to one with students.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1/4/6/7/8/11
<i>Numeracy Intervention – Staffing Costs</i>	<p>One to one support for students through a structured / timetabled intervention programme. Numeracy staff / Data information informs students that need additional numeracy support and then a bespoke programme is planned and delivered by 2 full time staff members</p> <p><i>Improving Maths in Schools – Guidance report states that one of the effective strategies to improve Maths / Numeracy in students is a planned high quality intervention working one to one with students.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1/4/6/7/8/11

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

Budgeted cost: £ 45,199 (PP) £22,158 (RP)

Total = £67,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Engagement role – Staffing costs</i>	<p>Staffing designated to liaise with parents and engage in matters linked to school and outside school e.g housing funds / transport etc. The role of the family engagement officer is also to support families with attendance and putting measures / processes in place to maintain. Students can also access Family engagement if there are any mental health / wellbeing issues.</p> <p><i>Research suggests that by reviewing communications with parents and developing a strong relationship between family and school attendance of all students will be improved not least our PP cohort.</i> EEF_Parental_Engagement_Guidance_Report.pdf</p>	3/5/9/12
<i>Resources to aid with PP students linked to Physical development / Learning</i>	<p>Specific equipment to be purchased that supports PP students and how they access the curriculum in class. An example of this is the Acheeva bed. This equipment allows students with complex needs and wheelchair users to access works taking into account their physical needs and ensuring that they are comfortable as they access work in class.</p> <p><i>Acheevas use Symmetrisleep positioning elements to provide support in supine, prone or side lying. Students who would otherwise struggle to maintain a functional position can relax</i></p>	2/4/6/7/9/10



	<i>and focus on learning and play. Battery adjusted height, back and bed angles enhance communication and interaction</i> <i>Symmetrikithttps://www.symmetrikit.com</i>	
<i>Music sessions – Enrichment opportunity</i>	PP students often do not have the wider enrichment opportunities that other students may have access to outside school. It is therefore widely considered to have a positive effect on student learning and mental wellbeing.	1/9
<i>Non verbal communication – Drama workshops</i>	Linked to the research on the impact of communication on learning the non verbal drama programme that is delivered provides PP students with another means of accessing the curriculum.	1/9

- **Total PP Cost: £98,505**
- **Total RP Cost: £90,397**
- **Total TF Cost: £16,035**
- **Total budgeted cost: £ 204,937**



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Staff use teacher assessments throughout the academic year to support teaching and learning and assess student progress. Staff also set expected outcomes at the start of each year and then progress is assessed through sub levels using set assessment frameworks that outline the assessment criteria.

For academic year 21/22 out of 13 subject areas across school Non PP students performed better than PP students in 11 (85%). With only 2 subjects (15%) whereby PP students outperformed non PP.

Subject area	PP (% below expected outcome)	Non-PP (% below expected outcome)	% Difference
Science	21%	18%	3%
English - writing	16%	12%	4%
English - Communication	8%	6%	2%
English - Reading	8%	6%	2%
PE	6%	17%	11%
Maths - Shape	18%	16%	2%
Maths - Number	19%	16%	3%
Maths - Understanding	11%	17%	6%
Music	69%	66%	3%
ICT	11%	8%	3%
Humanities	48%	46%	2%
Art	13%	6%	7%
Cooking	11%	3%	8%

Whilst the outcome gaps between PP and non PP students remain fairly low (below 10%) the intent for the outline strategy is to narrow this attainment gap further and bring both PP and non PP students in line

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Non Verbal Drama	Open Theatre