



LWS Pupil Premium Statement 2015/16

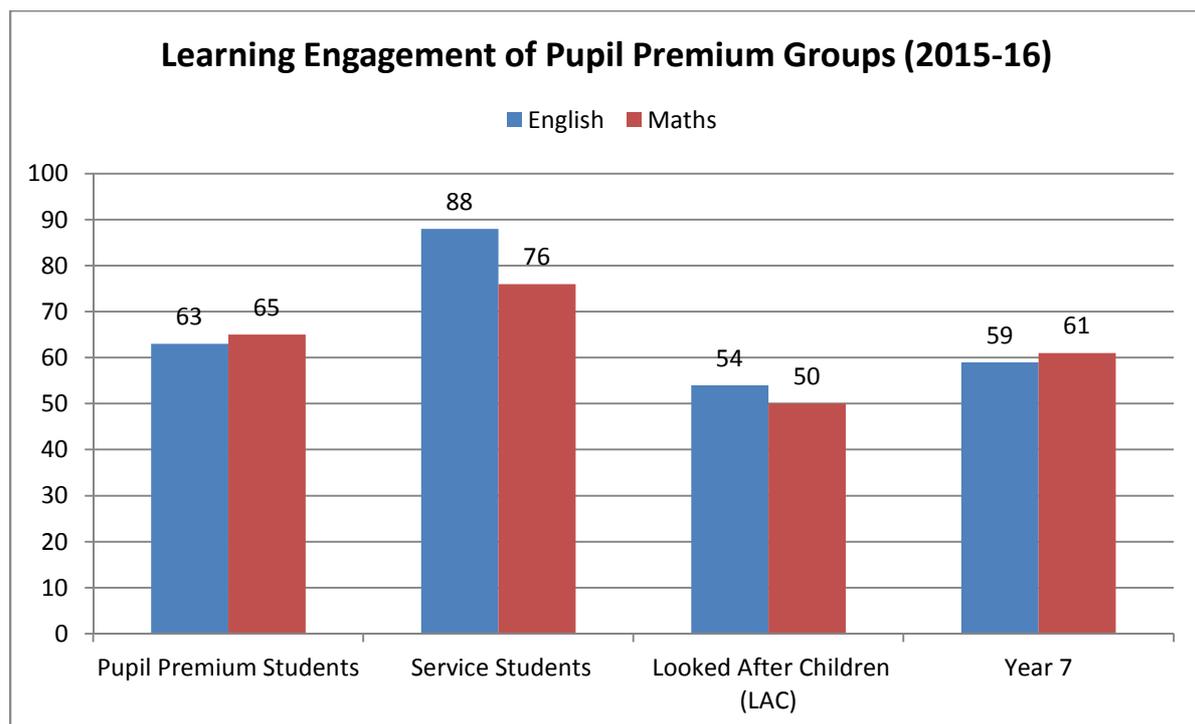
The pupil premium was introduced in April 2011 and is allocated to schools to support the attainment of disadvantaged students. The three main categories of pupil premium students are; those who have been registered for free school meals at any point in the last six years ('ever 6'), those of service/ ex-service personnel ('ever 5') and those children who are 'looked after' and in a care placement.

The additional funding supports strategies which may help to improve educational outcomes. According to national statistics identified students, have traditionally made less progress and achieved less than their peers. The aim of the funding is to narrow this gap.

Year	Funding Allocation
2014/15	£30,750
2015/16	£42,643

Progress of Pupil Premium Students 2015/16:

At LWS we recognise that measuring student progress with SEMH needs is far more complex than just using English and Maths as a measure, however this is how the government would like us to report 'progress'. LWS have focused on 'learning engagement' as an indicator of progress. We record student's engagement in learning every lesson of every day. There is a clear correlation between 'learning engagement' and progress. Students who present a 75% learning engagement success rate or above are deemed to be making progress and over time will make expected progress. A success rate of between 50% and 75% students demonstrates that a strategy needs to be implemented to improve performance. A rate of 50% or below indicates that progress will not be made and therefore a highlights a concern. The 'Learning Engagement' for specific groups of students in English and Maths at LWS can be found below.

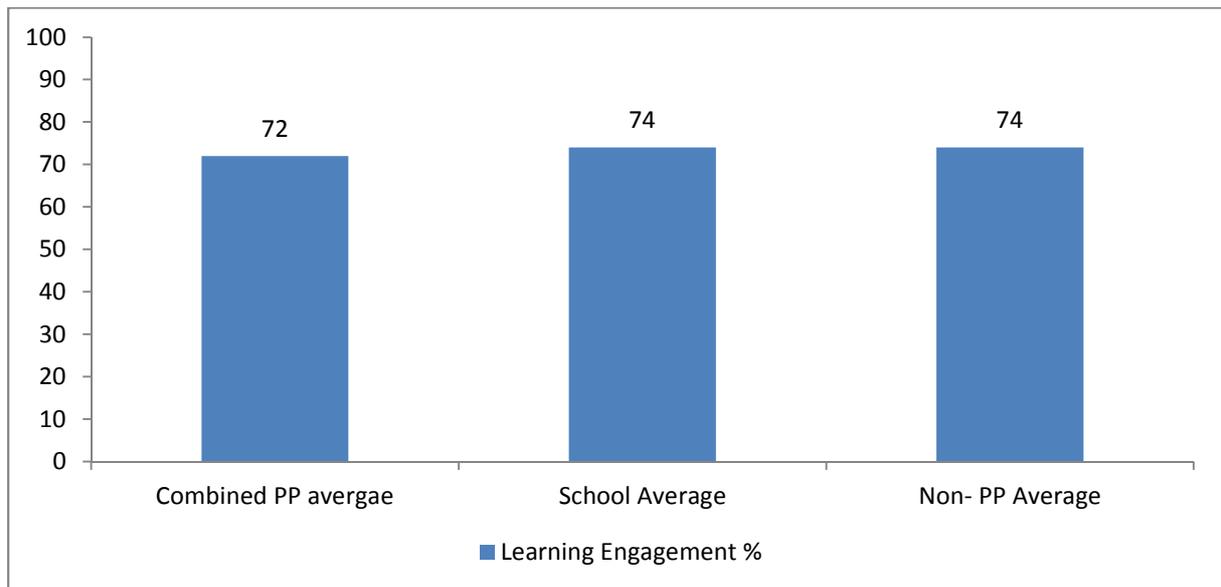




'Closing the Gap'

The use and ultimate purpose of pupil premium is to ensure that the possible gap in student progression (between students with and without pupil premium) is narrowed as much as possible. This is achieved by the effective use of targeted support for these students in question. The graph below illustrates the differences in Learning Engagement across the academy and split into three key areas;

- 1) The learning engagement as combined group of pupil premium students,
- 2) The Academy average of all students,
- 3) The learning engagement of all non-pupil premium students.



The graph above indicates that there is currently a three percent difference between pupil premium and non-pupil premium students. There is also a two percent difference between pupil premium and the whole school average.

How pupil premium was spent during 2015/16 Academic year

During the academic year of 2015/16, pupil premium was spent in the following ways;

Strategies and interventions used

Intended impact

- | | |
|--------------------------------------|--|
| • Summer Transition School* | Successful Transition to secondary education |
| • Therapeutic Story writing* | Therapeutic/literacy progress |
| • Social Skills | Increased appropriate social skills/increased control of own emotions and interactions |
| • Art Therapy | Therapeutic /increased control of own emotions and development of coping strategies |
| • 1:1 Literacy Input* | Progress in Literacy |
| • 1:1 Literacy and Numeracy from QT* | Progress in literacy and Numeracy |
| • Catch Up Reading* | Increased reading age and progress in Literacy |



- MOTIV8 1:1 Targeted support* Mentoring support/increased engagement in educational provision/prevention from NEET
- FLE (Fishing course)* Progress in literacy and numeracy/increased engagement in educational provision.
- Speech and Language Therapy Progress in speech and language leading to increased progress across the curriculum
- Occupational Therapy Increased engagement and progress in curriculum due to OT needs being met on site
- Military Mentors Increased engagement in educational provision/preparation for post 16/ NEET prevention
- Integration/Mentoring* Successful transition to LWS/Access to full-time provision
- College support* Increased engagement in educational provision/preparation for post 16/ NEET prevention
- Attendance Strategy –Home/school link worker* Increased engagement in educational provision/preparation for post 16/ NEET prevention
- Misc. Such as trips/rewards* Inclusion
- Training/Supervision to support interventions* Maintain and update of relevant expertise
- EP assessment/input* Effective meeting of educational needs, earlier identification of specific barriers to learning