

LONDON NAUTICAL SCHOOL



Pupil Premium Strategy 2020/2021 and Review of 2019/2020

Introduction

What is Pupil Premium funding?

Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school Census figures for pupils registered as eligible for Free School Meals in Years 7 - 11. This entitlement has now been extended to the "Ever6". For looked after children the pupil premium was calculated using the Looked After Children data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The pupil premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. Funding is allocated per financial year and payments are received quarterly: June, September, December and March.

What are the main barriers faced by eligible students?

A range of barriers exist in supporting these students in achieving academic excellence. High quality teaching and learning that is fully inclusive is regarded as the most effective way to secure sustained improvements in student outcomes. This process is supported by a pastoral system that assists students in overcoming social, emotional and behavioural barriers to success.

How will the impact be measured and how are schools held accountable for the use of funding?

All schools must publish details of how pupil premium funding is spent and the impact this has had on students outcomes. Ofsted inspections report on the attainment and progress of disadvantaged students who are eligible for pupil premium funding. The school will also report on the progress and attainment of all eligible students through its own internal data systems. School performance tables will also report on the performance of disadvantaged students.

When will the school review its pupil premium strategy?

The Senior Leadership Team will monitor the pupil premium strategy throughout the academic year as an on-going part of the school development plan. It will conduct a formal review twice yearly in February and July.

Pupil Premium Demographics 2020/2021					
	Year 7	Year 8	Year 9	Year 10	Year 11
PP Eligible %	54.95%	50.0%	55.66%	40.78%	46.96%
Year Group Total	91	98	106	103	115

As of September 2020, 41.07% of students were eligible for the pupil premium grant

Pupil Premium Strategy 2020/2021

Pupil Premium Funding Expected Income

The London Nautical School anticipates receiving **£238,000 for year 2020/2021**

Funding for the previous financial years was as follows:

- 2019/20 - £396,714
- 2018/19 - £241,292
- 2017/18 - £258,825
- 2016/17 - £252,450
- 2015/16 - £253,852
- 2014/15 - £252,450

Pupil Premium Planned Expenditure: Year 2020/2021

Enhanced Academic Staffing		Impact Narrative
Staffing in core and Ebacc subject areas reducing class sizes	£33,890	Enhanced staffing levels in core subjects English, Maths and Science - three additional staff across English, Maths and Science enabling 5 teaching groups at KS4 in core subjects
Enhanced Pastoral Staffing and Allied External Services		
Pastoral Support Administrator	£44,065	The school has invested resources to increase pastoral support across all key stages to address some of the significant barriers faced by disadvantaged students in their learning. Pastoral support assistants now provide one-to-one and small group mentoring, specific personalised support programmes, rewards programmes whilst also supporting the whole school academic and pastoral systems. More specialised support is provided by onsite counselling and careers advice and access to both SALT and EP provision.
Pastoral Mentor working across all keys stages	£53,814	
External provision and mentoring programmes (SALT)	£1,19,372	
School Counsellor (0.5fte)	£17,212	
Careers Advice/Support (PM, 0.5 FTE)	£14,738	
Educational Psychologist (Lambeth, 0.5 FTE)	£8,750	
	<u>£191,841</u>	
Additional Academic, Technological and Outreach Resources		
4Matrix	£1152	Data Analysis software for KS4 and 5. Utilised by Senior and Middle leaders to monitor performance of disadvantaged students and identify individuals and groups who would benefit from additional support.
Football Beyond Boundaries?	£7,500	Provision via sporting activities designed to engage and provide mentorship for students liable and/or who have become disengaged.

Maths Intervention Fund (Maths Watch)	£540	Online learning platform providing students with increased access to high quality learning beyond the classroom.
English Intervention Fund (Accelerated Learning)	£2,857	Online learning platform utilised to enable enhanced progression in Literacy for disadvantaged students.
ICT Educational Resources	£31,691	Enhanced access for disadvantaged students to online learning - both during periods of enforced closure and throughout periods of normal schooling via provision of technology such as Chrome books.
Holiday/Saturday School	£900	Easter revision session to support students with their GCSE assessments in May mainly core subjects
GCSE Pod	£2371	Subject knowledge enhancement software used to support learning outside of the classroom.
	<u>£47,011</u>	
Additional Welfare Support		
Breakfast/Lunch/After School Activities (including after School Homework Club)	£1000	Provision for pre and post school activities, and those to be undertaken during non-teaching times throughout the school day to support disadvantaged attendance and engagement and offer welfare support.
	<u>£1000</u>	
Total Planned Expenditure £239,852		

Increased Academic Staffing

Pupil Premium has been used effectively by the school to help improve KS4 outcomes for the pupils eligible to ensure they have a 'passport' to the next stage of their education and now we plan for further developments to close the gap completely. We will continue to provide support for all our students identified as vulnerable in a variety of ways to ensure that they meet their targets in all year groups and key stages. We have and will continue to use the funding to lower the number of students in our English, Maths and Science classes and have focused on teaching and learning to support our disadvantaged pupils. We also have a number of literacy and numeracy support interventions in the lower school to give pupils the "passport" to the rest of their lessons.

One of the major reasons for the improved performance of pupils eligible for Pupil Premium funding is through the improvement in teaching and learning across the school. The fact that high quality provision has a disproportionately positive impact on the progress of disadvantaged students is well established. Conversely, poor teaching also disproportionately affects the disadvantaged, who generally don't receive the help at home that is available to disadvantaged peers.

We now have a clear focus to improve the specific within school gaps that exist and by focusing on the quality of teaching across the school, we will be able to strengthen further the development of pupils eligible for the pupil premium. The Sutton Trust outlines the most effective methods within its survey on pupil premium interventions and it is on this research that we will base our intervention and action plan. The improvement of marking and feedback and the development of metacognition and self-regulation have been shown to have the greatest impact on pupil development for the disadvantaged. By ensuring smaller class sizes and more intervention opportunities for pupils of all ages to work in small groups or to receive individual tutoring, pupils at the London Nautical School will further improve their levels of attainment and progress.

We have also invested a significant amount of the pupil premium budget in the funding of senior staff who can support the continual improvement of the school's teaching practice and expertise.

Enhanced Pastoral Staffing

The school has invested resources to increase pastoral support across all key stages to address some of the significant barriers faced by disadvantaged students in their learning. Pastoral support assistants now provide one-on-one and small group mentoring, specific personalised support programmes, rewards programmes whilst also supporting the whole school academic and pastoral systems.

External Services

The school has secured additional hours with the educational psychologist to allow for increased specialist guidance and support. Additional funding has also been made available in securing increased time with an external careers advisor. This will provide students with personalised advice, information and guidance relating to their future choices both within school and post 16 and 18 destinations.

Additional Academic Support

The school allocates funding for targeted additional academic resources across all subject areas. This support ranges from small group intervention after school, at weekends and during school holidays. Resources are also made available to provide study skills delivered by external partners and additional web based packages aimed at improving student outcomes. All programmes are reviewed annually to determine whether initiatives should be continued, adapted or expanded in the future.

Additional Welfare Support

The school is committed to providing a curriculum accessible to all students. Support can be provided through the subsidising of trips and visits and providing school uniforms. The school has also invested in providing a quiet work space with internet access for students needing to complete homework.

Review of 2019-2020

Pupil Premium Funding Received:

The London Nautical School received £396,714.98 to support students eligible for pupil premium funding during the 2019/2020 academic year.

Achievement Trends Over Time (Progress 8 Outcomes)				
	2017	2018	2019	2020
Disadvantaged	-0.57	-0.47	-0.29	-0.01
Non-Disadvantaged	-0.74	-0.02	-0.68	0.25

Due to the significant challenges experienced during 2019/20 and the subsequent suspension of public examinations no external data relating to progress has been published. However, internal analysis indicates that disadvantaged students achieved a significant increase in progress in 2020 from 2019. Subjects that show a positive P8 value include Art and Design (+0.12), English Language and Literature (-0.01), Geography (+0.2) History (+0.04) Combined Science (0.06) Spanish (0.13). Disadvantaged students achieved 61% with 9-4 passes - an increase of 7% from 2019 - and 29% for 9-5 which was in line with 2019.

Actual Pupil Premium Spend 2019/20

Amount of Pupil Premium Funding Received			£396,714
	Total Cost 2019/20	Total PP Cost 2019/20	Impact Narrative (where Significant)
Lower class sizes x 3 teaching staff (English, Maths & Science) and Head of History appointed that also supports Geography.	£234,713	£234,713	This has had a significant impact across the school but particularly in KS4 where in year 10 for example, the gap between PP and non-PP has been reduced in the percentage of students achieving their English and Maths assessment benchmarks. In key stage 3, disadvantaged students continue to perform in-line with all students with no significant gaps.
LSA Support (x3)	£67,122	£67,122	This has helped pupils who have been either low achieving PP pupils or PP students who also have SEN. The performance of PP&SEN students has improved significantly across the school.
KS4 Literacy and Numeracy support/intervention	£21,450	£21,450	Mainly used in English to support all disadvantaged students but specifically both middle and high attaining disadvantaged students. Performance of high attaining students improved however there remains an internal gap on the Basics measure (Performance of students in English and Maths).
KS3 Literacy and Numeracy support/intervention	£21,450	£21,450	Again, much support has been in year 7 (current year 8) who are demonstrating increased performance in all areas of the school. The attainment gap has been eliminated with pupil premium, students outperforming non-pupil premium by achieving the expected assessment benchmark in both English and Maths. There are no significant gaps in performance.

Professional Learning Community (CPD)	£9,974	£9,974	This was allocated to improve the quality of teaching with a specific focus on implementing quality assurance. INSET training has been provided for all staff.
Holiday revision	£3,800	£3,807	Easter and May Half Term for selected students requiring additional support. Increased attendance figures of 25%.
Action Tutoring	£21,450	£21,450	Action tutoring throughout the academic year to support disadvantaged students with small group tutoring in Mathematics. MADE training provided study skill support in preparation for GCSE examinations.
GCSE POD	£2,371	£2,371	Subject knowledge enhancement software used to support learning outside of the classroom.
Stationary	£500	£500	This was used for all exams so that pupils had access to all necessary stationery to help them perform in the exam scenario.
Visits/Extra curricular	£0	£0	Visits to leading Universities and access to lead lecturers from the Institute of Educations and King's College used as a motivation tool to engage pupils into trying to succeed in their exams
4Matrix	£1,152	£1,152	Use by Senior and Middle leaders to monitor performance by disadvantaged students and enable timely intervention support.
Staff CPD	£7,392	£7,392	Provision of Professional Development to foster a culture of Quality First Teaching to support outcomes for disadvantaged Students.
Alternative Provision	£3,100	£3,100	This was used mainly for students who were educated off site in order to provide them with additional targeted support.
Literacy intervention revenue budget	£2,857	£2,857	Lower school interventions to support literacy mainly in the school, especially with students of low reading ages and low levels of literacy who are not necessarily being identified. Data from learning support suggests this is having a good impact on reading ages and also literacy levels so that progress is increased (80% in year 8 for e.g.).
Total	£397,3381		