

LONDON NAUTICAL SCHOOL



Pupil Premium Strategy 2021 - 2022
and Review of 2020 - 2021

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	London Nautical School
Number of pupils in school	663
Proportion (%) of pupil premium eligible pupils	36.83
Academic year/years that our current pupil premium strategy plan covers)	2 years
Date this statement was published	18th October 2021
Date on which it will be reviewed	Termly review 16th December
Statement authorised by	Michael Schofield
Pupil premium lead	Amir Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233, 000
Recovery premium funding allocation this academic year	£36,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£269,732

Part A: Pupil premium strategy plan

Statement of Intent

At LNS we believe in excellence for all and have the highest expectations for every one of our pupils. Our success as a school is built upon a strong foundation of high standards, coupled with a relentless focus on improving the quality of teaching, learning and engagement, to ensure that all pupils are given every chance of developing the knowledge, skills and attributes to prepare them for their future through our exciting curriculum.

Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Strategy aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention provide all children the access and opportunities to enjoy academic success.

We aim for every single one of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we want this group to achieve above the level at which all non-disadvantaged pupils nationally achieve. Our priority will be to minimise any learning gaps exacerbated during the prolonged absence, and to promote wellbeing and learning of all pupils. 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.

This document outlines LNS's holistic approach to closing any achievement gap, focussing on all educational impact of disadvantage and outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment, achievement and the wellbeing for disadvantaged students. The Pupil Premium strategy is embedded within whole-school improvements and runs through the school development plan

Challenges

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

Challenge number	Detail of challenge
1	No gap between PP and non PP students with GCSE outcomes for P8 score to be 0. To ensure outcomes for PP students is at least in line with national expectations. GCSE outcomes meet or exceed 2021.
2	To ensure 100% of teaching is good or better to meet the learning needs of all PP students and make sustained progress through the LNS Philosophy.
3	Monitoring attendance of PP students. Ensure that is in line with the school target of 95% and no gap between non-PP and PP students.
4	The teaching of reading, writing, communication and mathematics skills is not embedded across the curriculum
5	To support PP student with behavioural needs which is having detrimental effect on their academic progress and reduce the use of fixed term exclusions
6.	To ensure that PP students have access to extra-curricular activities and trips to build cultural capital to improve confidence and mental wellbeing.
7.	High levels of Social, Emotional, and Mental Health problems.

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
To significantly improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment	<ul style="list-style-type: none"> Raising attainment to ensure 70% 4+ and 45% 5+ in Basics measure Progress 8 at least +0 Improved post 16 academic outcomes to 0 and above overall- success criteria Targeted intervention implemented for students at risk of underachieving. Improved outcomes 2-year trend of sustained improvement.
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students	<ul style="list-style-type: none"> 100% of all teaching is consistently good or better with a focus on PP students to make sustained progress. 100% of teachers actively searching for and using research effectively to improve practice Lessons should be demonstrating the LNS Lesson expectations
Improve attendance levels to 95% of PP students	<ul style="list-style-type: none"> PP students will achieve, attendance percentages in line with national averages. and school target of 95%

	<ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages. • To reduce the in school variance between PP and non PP attendance to 0%.
Improve pupils reading fluency across the school.	<ul style="list-style-type: none"> • Pupil's show an increase in reading ages across year groups and developed vocabulary. • Literacy and numeracy fully embedded across the curriculum
To support PP student with behavioural needs which is having detrimental effect on their academic progress	<ul style="list-style-type: none"> • Reduce the number of behaviour incidents logged for PP students, • Reduce the number of fixed term exclusions • Increased engagement is evident in classroom observations, access to the curriculum and progress.
Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.	<ul style="list-style-type: none"> • Percentage of clubs and trips attended by pupil-premium is at least in line with weighting within cohort • Increased range of extra-curricular activities and trips which effectively enhances the curriculum offer for PP students • 100% of subjects offer opportunities.
To ensure access to medium to long term counselling support for students identified in need	<ul style="list-style-type: none"> • Impact through engagement in learning. • Improved confidence and self-esteem • Improved attendance. • Enhanced ability to attain and achieve at school

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students		2
<p>To support our teachers in developing in improving pedagogy, a key aspect of our CPD programme is research focused, engaging all teaching and support staff in evidence-based practice. All teachers engage in reading research as part of their CPD and apply it to subject-specific practice.</p> <p>Teachers are involved in supporting the CPD , (embedding formative assessment, research) of their peers through lessons drop-ins, co-planning, co-observation etc. through effective collaboration. More teachers identified as excellent practitioners and designated leads in 'Embedding Formative Assessment</p> <p>To ensure ongoing quality assurance of classroom practice follows a developmental coaching model. Teachers will be seen in half termly Professional Development Visits (PDVs).</p> <p>All curriculum leaders using SMID and 4 matrix on a</p>	<p>The EEF report on school improvement stated that high quality teaching is the best level of improved pupil attainment and overall school improvement. Their recommendation is that effective teaching is based on developing cognitive strategies and metacognitive strategies to support students learning.</p> <p>EEF suggest + 6 months feedback to learners</p> <p>EEF suggest +8 months progress for metacognition and self-regulation.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	2

<p>regular basis with specific focus on PP and overlap groups SEN, HAP HODs to analyse PP outcomes on a class by class basis and identify where there are specific gaps and share with SLT lead and action steps taken to address this,</p> <p>Individual support plans on SIMS, Classcharts to support staff in planning for PP students</p> <p>Pupil premium students highlighted in seating plans using Classcharts.</p> <p>Mark PP students and SEN students books first to monitor their progress and quality of work</p> <p>Use strategies from CPD on supporting disadvantaged learners in the classroom</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve pupils reading fluency across the school.		4
<p>Reading to Learn programme for the whole school. Pupils are reading in a tutor group, all engaged in the reading. The different genres of writing engage the pupils.</p> <p>Year 7 Reading Programme launched - pupils to spend one TT a week in the library engaged in small group reading with peers. Teacher/LSA and Co-tutors support with the reading.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is to Provide targeted vocabulary instruction in every subject</p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEf study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to</p>	4

Accelerator Reading Programme and use of the Star Assessments	relevant interventions and to support students with the weakest levels of literacy, particularly in Year 7.	
Increase pupil's vocabulary to support their access to reading/tier two and three words e.g. through word of the Week to introduce new vocabulary to the pupils.	Assessments in December and June in the academic year 2020/21 Star Assessment to take place 6 times a year for year 7 to support the regular tracking will enable us to improve reading ages of PP pupils	
Monitor pupil's literacy and create an intervention programme Have an intervention for pupils who need more support, small group withdrawal and in class support. This includes reading, spelling, handwriting etc		
Each department to develop their own literacy strategy based on the two strands of Encouraging more reading in the curriculum. Increase vocabulary of tier two and tier three words.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To significantly improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment</p> <p>To ensure that year 11 PP students have access to all the necessary revision materials and resources in and out of lessons</p> <p>Support PP students obtaining revision guides, exam packs and workbooks in all subjects.</p>	<p>Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Disadvantaged students have been disproportionately adversely affected in academic years 2019/2020 and 2020/2021 due to the national lockdowns, disruption to face-to-face teaching, and individual and cohort isolation. These have caused a gap in learning for all students, but particularly pupil-premium students who may have lacked the resources or support for home learning. One to one and/or small group tuition aligned closely to individual need is recognised to provide a platform for accelerated student progress</p>	1
<p>Run a year 11 revision programme led by teachers or academic mentors for targeted identified PP students, afterschool, tutor times, Saturday and holidays.</p> <p>All disadvantaged Year 11 students to be afforded access to small group tuition via the School Led Tutoring programme</p>		
<p>Disadvantaged students to be targeted for attendance at intervention sessions, with attendance in line with cohort</p>		
<p>Evaluate and analyse progress of pupil premium students using SMID 4matrix, learning walks, book scrutinies and include cross over of PP, SEN and HAP students</p> <p>All curriculum leaders using SMID and 4 matrix on a regular basis with specific focus on PP and overlap groups SEN, HAP</p>		1

HODs to analyse PP outcomes on a class by class basis and identify where there are specific gaps and share with SLT lead and action steps taken to address this		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance levels to 95% of PP students</p>	<p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 •</p> <p>The attendance of PP students to school is significantly below National expectations</p> <p>Ensure parents of PP students feel safe and confident engaging with school. . Attendance Manager and heads of year arrange appointments with poor attenders.</p>	3
<p>Attendance Officer uses Lambeth toolkit to monitor attendance data and track key individual students. Works closely with heads of year and SLT link.</p>	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	
<p>Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Officer Educational Welfare Officer, school social worker and Heads of year. Barriers to attending school are identified and a personal attendance plan is completed. Resources are provided through google classroom to support learning of poor attenders.</p>		

<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as health issues (Covid) uniform and food hardship.</p>		
<p>Provide a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.</p>		
<p>Investigate whether there is curriculum package for some learners to engage them back into learning and to give aspirations for future success</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>To support PP student with behavioural needs which is having detrimental effect on their academic progress and reduce the use of fixed term exclusions</p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF Toolkit - +3 months.</p>	<p>5</p>
<p>Offer consistency through a whole school behaviour policy positive attitude to learning (behaviour curriculum be ready, be respectful and responsible)</p>	<p>Disadvantaged student outcomes will not be improved if they lose valuable lesson time. Disadvantaged students have a higher national percentage of Permanent Exclusions.</p>	
<p>Provide particular and intensive skilled support and mentoring, to disadvantaged learners through school (pastoral staffing) and external programmes such as BAM (Becoming a Man) and FBB (Football Beyond Borders)</p> <p>Aims of the programme include improve education outcomes promote positive youth development and providing long-term, intensive support, built around relationships and young people's passions, in the classroom and beyond.</p>		

<p>Monitor PP student's behaviour and achievement points through Classcharts. Track and evaluate patterns of negative behaviour points with PP students.</p> <p>Use pastoral staffing to positively reinforce attitude to learning.</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil-premium student have equal access to extra-curricular activities i.e. clubs and trips.</p>	University of Northampton research increase cultural capital and engagement EEF Toolkit +4 months for outdoor adventure learning	6
<p>Staff to actively promote clubs and trips to pupil-premium students via standardized wording within written communications.</p>		

<p>Attendance to be monitored</p> <p>Develop a spreadsheet to monitor the participation of pupil premium students in enrichment and extra-curricular clubs.</p>		
<p>Subsidise trips for PP students depending on individual circumstances</p>		
<p>Student voice and questionnaire to assess impact on trips and extracurricular activities.</p>		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure access to medium to long term counselling support for students identified in need</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	7
<p>The school employs a school counsellor and has a social worker (part of the pilot programme social worker in school)</p> <p>Support available for pupil premium students by the school counsellor for one to one (long or short term) therapy, drop in sessions or group therapy this academic year. Provide targeted support to students to who require specific emotional support/intervention</p>		

Mental Health curriculum in PSHE and tutor time to deal with the after effects of Covid 19 lockdowns.		
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Pupil Premium Impact Statement 2020-21

Due to the significant challenges experienced during 2020-21 and the subsequent suspension of public examinations no external data relating to progress has been published. Review of internal data and TAGs suggested the areas of above cohort performance in Years 11 and 10

Year 11 TAG PP Data 2021

- Overall PP P8 score is -0.61 and the cohort P8 is -0.32. Subjects that are above the cohort P8 value include Triple science, computing, PRE, Spanish, French, Geography and Business Studies.
- In terms of thresholds there is no difference between PP and non-PP students with 9-4 English and Maths standard pass and 9-5 English strong pass.

Year 10 Summer PP 2021

- Overall PP P8 score is -0.76 and non-PP is -0.87. Most subjects are above the cohort value which is -0.81. Subjects doing particularly well are French, History, Geography, Computing DT and PE and PRE.
- All core subjects are in line or above the cohort value of -0.81

2020/2021 Pupil Premium Expenditure and Impact

Approach	Expenditure	Actions and Impact
Lower class sizes in English, Maths & Science at KS4, 5 groups in year 10 and 11.	£33,890	Increase in the number of teachers in English, Maths and Science. 3 additional teachers in core subjects. 5 teachers at KS4 in core subjects. Overall Maths improved to 77% 9-4 English Language to 80% and English Literature to 75%. Science including triple and combined 62% 9-4. There has been a steady improvement in the attainment and progress

		since 2019
Easter catch up revision sessions	£1000	Easter revision session to support targeted students with their GCSE assessments in May mainly core subjects, Languages and Humanities. Impact: This helped students to improve attainment in core subjects, Languages and Humanities. Geography 89% 9-4, Spanish 92% 9-4 and French 87%.
GCSE Pod	£2371	Subject knowledge enhancement software used to support learning outside of the classroom. Impact: Some subjects such as English regularly set homework and assessments which helped to support the progress of PP students in English. (see results in core subjects)
Enhanced Pastoral Staffing	£191,841	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. Impact: Pastoral team and pastoral support assistants provided one-to-one and small group mentoring, specific personalised support programmes, reward programmes to support students during Covid disruption, improve the attendance whilst also supporting the whole school academic and pastoral systems.
4matrix	£1152	Software for data called 4Matrix for KS4 and 5. SLT and middle Leaders will be using 4Matrix to monitor and track the progress of PP students. Impact: Subject leaders and SLT leaders used 4Matrix on a regular basis with specific focus on PP students to analyse PP outcomes on a subject and class by class basis. Identified where there are specific gaps and shared

		with SLT lead and taken action address this.
Professional Learning Community CPD		<p>CPD to improve the quality of teaching with a specific focus on implementing and embedding the learning philosophy and training on the big picture curriculum.</p> <p>Action: Produced a compass guide a single guide covering core aspects of quality of education at LNS. This has started to help to ensure coherence and consistency in relation to quality of education. Learning walks show that the Learning philosophy is now embedded in all lessons with the use of key terminology, icons and the visual lns power point theme ensuring a consistent framework.</p> <p>Provided CPD on the curriculum using whole school departmental training. Subjects are embedding their learning journey and big picture into their lessons with teachers clear about their curriculum intent for their subjects.</p> <p>Introduced research based CPD in June where each member of teaching staff reads a book. Each department to focus on an area of research from from the book i.e. literacy, metacognition, motivation. This will help to help the quality of learning and teaching for disadvantaged students.</p>
Chromebooks		<p>Students who required Chromebook during first lockdown.</p> <p>Impact: During the second lockdown from January to March Over 70 PP students received chrome books to support them with remote learning at home and being able to access the curriculum.</p>
External Services		<p>Educational psychologist to allow for increased specialist guidance and support. Support with a career's advisor.</p>

		<p>Impact: Provided students with personalised advice, information and guidance relating to their future choices both within school and post 16 and 18 destinations.</p> <p>With year 11 we are still awaiting responses from 40% of the year group. 56 responses obtained where students are in education, either school, college or apprenticeships. In year 13 85% of leavers are attending university or in apprenticeships. Still awaiting responses from 15%.</p>
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