



# **Pupil Premium Strategy Review**

## **2024 - 2025**

## **Pupil Premium Impact Statement 2024-2025**

During 2024-25, the London Nautical School received £208,448 in Pupil Premium grant funding. Our strategy placed a strong emphasis on the delivery of Quality First Teaching for all students and ensuring that disadvantaged students experienced meaningful learning on a day-to-day basis. We developed our own professional practice through a combination of instructional and incremental coaching approaches, and used Professional Development Visits (PDVs) to establish action steps which aligned with the LNS learning philosophy and habits of learning. A focus on research and whole-school CPD centered on this philosophy enabled staff to support students in becoming informed, independent learners. Curriculum reviews, learning walks and sampling activities were implemented to ensure that all aspects of the Quality of Education foster strong progress for students in receipt of the Pupil Premium grant.

Some impact has been made in reducing the gap in progress, attainment, and tracking behaviour between Pupil Premium (PP) and non-PP students through the use of both new and enhanced systems.

Funding has also been targeted to enrich students' Cultural Capital with an increasing number of extra curricular clubs and trips.

*NB. A number of elements of this review are therefore provisional and will be updated as fully validated data becomes available.*

## Expenditure, Actions and Impact

Intended Outcome	Expenditure	Actions	Impact
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.	£50,000	<ul style="list-style-type: none"> <li>Run a year 11 revision programme led by teachers for targeted identified PP students, afterschool, lunchtimes, tutor times, Saturday and holidays. Saturday School Programme to provide targeted tuition for key students across the full curriculum.</li> <li>Disadvantaged students to be targeted for attendance at intervention sessions, with attendance in line with cohort.</li> <li>The effective use of SMID by teachers and leaders to monitor student progress against targets, identifying areas of improvement for both individuals and groups.</li> <li>Evaluate and analyse progress of pupil premium students using SMID learning walks, book scrutinies, PDV's and include key cross over groups of PP/SEN/WBRI/BCRB and HAP students</li> <li>The effective use of SMID by teachers and leaders to monitor student progress against targets, identifying areas of improvement for both individuals and groups</li> <li>Target and support subjects areas where PP students have been underperforming over the last two years through a) CPD b) small group intervention c) revision resources. Monitored through school quality assurance measures (exam/data analysis/drops, appraisal and PDV's.</li> <li>PPE Data Review Meetings - HODS and DoC to meet with SLT to review performance of students and key groups in PPEs and identify key impactful steps in run-up to summer exams.</li> </ul>	<ul style="list-style-type: none"> <li>Overall PP A8 score is 35.86 (excluding students off site)</li> <li>A number of subjects achieved good attainment scores including Art, Computing, Business Studies, ,History, Spanish,</li> <li>Subjects where PP students are in line with non PP students include Art, Business Studies, Computing, History and Spanish.</li> <li>Subjects where PP students have performed well in terms of 9-4 attainment include Art Business Studies Computing History and Spanish</li> <li>For 9-5 and 9-7 attainment subjects that have performed well include Spanish and Computing.</li> </ul> <p><b><u>Year 10 Summer PP 2024</u></b></p> <ul style="list-style-type: none"> <li>Subjects doing particularly well (attainment) are Art, Business Studies, DT, BTEC Sport and Performing Arts</li> </ul>
Develop teachers who are knowledgeable and passionate	£125,000	<ul style="list-style-type: none"> <li>To ensure ongoing quality assurance of classroom practice follows a developmental coaching model.</li> </ul>	<ul style="list-style-type: none"> <li>The following data is taken from Progress Teaching (PAM), which</li> </ul>

<p>about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students,</p> <p>Foster staff development through meaningful CPD and Leadership excellence</p>		<p>Teachers will be seen four times a year through Professional Development Visits (PDVs).</p> <ul style="list-style-type: none"> <li>• Whole school and departmental CPD focused on aspects of the school learning philosophy to promote the progress of disadvantaged pupils. Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.</li> <li>• On-going staff training focused on a variety of formative assessment techniques, such as questioning, exit tickets, quizzes, mini whiteboards, habits of learning, peer and self-assessment, and live marking, to gauge student understanding. Incorporate CPD on metacognitive strategies, helping teachers to guide students in reflecting on their own learning and using assessments to set personal learning goals</li> <li>• Monitoring formative assessment through PDVs and Learning Walks with a focus on formative assessment techniques, ensuring consistency and identifying areas for further support</li> <li>• A greater awareness about the needs of PP students to enhance learning and teaching. Departmental meeting time and whole school briefing given to planning for vulnerable PP students. Staff given time to implement strategies at department level</li> <li>• Individual support plans on Bromcom, classcharts to support staff in planning for PP students</li> <li>• Teachers circulate in class through live marking to monitor the progress and quality of work of PP and SEN students.</li> <li>• Wider staff engagement in research underpinning LNS approach with specific links to whole school priorities and using access to National College Courses.</li> </ul>	<p>is where all PDV (Professional Development Visit) feedback, and some departmental learning walks, are tracked.</p> <ul style="list-style-type: none"> <li>• PDVs have taken place across term one and term three The results are positive and continue to show the improvements across teaching and learning in the school.</li> <li>• The results for term three are more positive showing an uplift in expert teaching and a decrease in developing teaching. Greatest success is in imparting subject knowledge and managing behaviour. Star continues to be further embedded across the schools as we work on developing strong habits of attention in line with the COLAT T&amp;L strategy</li> <li>• We have adopted the STAR approach to improve pupil attention and engagement. This has been modelled consistently in lessons across the school through a 'live modelling' initiative to support staff. Pupils have responded positively and are adapting well to the routine. For staff, STAR provides a shared language and framework.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Support leaders engaging in national professional qualifications eg NPQSL, NPQML, NPQH</li> <li>• Supportive coaching and peer support across curriculum areas through COLAT.</li> </ul>	<p>The approach so far this year has been to focus on fully embedding the Habits for Learning from the COLAT T&amp;L Framework:</p> <ul style="list-style-type: none"> <li>• STAR</li> <li>• Checking for Listening</li> <li>• Call and Response</li> <li>• Turn and Talk</li> <li>• Cold Call</li> <li>• All Checking for Understanding</li> <li>• Whole class Ruler Reading</li> </ul> <ul style="list-style-type: none"> <li>• Each habit was clearly codified for staff, with detailed success criteria shared through training sessions, briefings and written communications. These success criteria were then translated into checklists on ProgressTeaching. This approach ensures that expectations and instructions are consistent across the school, enabling all pupils to understand clearly how to participate in their learning. To monitor the fidelity of implementation and to inform ongoing CPD, regular habit checks are conducted in all classrooms by the senior leadership team.</li> <li>• Teaching and Learning CPD this year has been delivered through deliberate practice clinics. Teachers work</li> </ul>
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			in small groups to plan, rehearse and refine specific habits, closely aligning their practice with the agreed success criteria and scripted routines..
To support PP students with behavioural needs which are having detrimental effects on their academic progress and improve attendance levels of PP students to 95%.	£20,000	<ul style="list-style-type: none"> <li>• To support PP students with behavioural needs which is having detrimental effect on their academic progress and reduce the use of fixed term exclusions.</li> <li>• Provide particular and intensive skilled support and mentoring, to disadvantaged learners through school (pastoral staffing) and external programmes .</li> <li>• Monitor PP students' behaviour and achievement points through classcharts. Track and evaluate patterns of negative behaviour points with PP students.</li> <li>• Use pastoral staffing to positively reinforce attitude to learning, positive self esteem and positive behaviours.</li> <li>• Staffing of the LSC and consequence room to reduce theIntroduction of STAR to improve student learning behaviours in lesson</li> <li>• Implementation of the new behaviour action plan targeting corridor behaviour, rewards, sanctions, routiness, daily line ups, and warning systems</li> <li>• Introduction of STAR to improve student learning behaviours in lessons</li> <li>• Weekly review behaviour data to monitor trends and hold staff, students, and parents accountable for their roles in addressing behaviour issues</li> <li>• Ensure all identified PP students with poor attendance to school have access</li> </ul>	<ul style="list-style-type: none"> <li>• CPD has continued to focus on routines, STAR consistency, and community expectations. A behaviour-focused inset and the new Behaviour Action Plan have established whole-school line-ups and ensured staff presence on classroom thresholds at lesson start and end.</li> <li>• Line-ups are now an expectation for all staff, with clear ownership of classroom routines reinforced through the "walking the line" approach. A warning system for corridor and community behaviour has been introduced, contributing to a slight reduction in behaviour points for poor community conduct over the year.</li> <li>• Consistent use of positive behavioural language, high in-class Behaviour for Learning expectations, and the structured use of reminders, warnings,</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>• Resources are provided through google classroom to support learning of poor attenders.</li> <li>• Work with parents early on to establish the importance of attendance, providing resources and support to families struggling with getting their children to school.</li> </ul>	<p>and positive ClassCharts points has contributed to an 8% increase in achievement points compared to 2024.</p> <ul style="list-style-type: none"> <li>• Targeted support from the LSC and pastoral team has reduced fixed-term suspensions for Pupil Premium students and facilitated smoother reintegration into lessons. Improved detention attendance has been achieved through the introduction of end-of-day line-ups.</li> <li>• The school has a high level of SEN needs across Key Stages 3 and 4. Termly Early Help meetings ensure individual student needs are reviewed and strategies shared with the pastoral team. This information is then communicated to all teaching and non-teaching staff via Pastoral Briefings and regularly updated on ClassCharts, providing personalised student information.</li> <li>• Fixed-term suspensions had reduced significantly earlier in the year. Since January, there has been a slight increase as we continue to implement the Trust's 'warm/strict' approach, ensuring a calm, orderly, and respectful</li> </ul>
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			<p>learning environment for all students.</p> <ul style="list-style-type: none"> <li>• Our February 2025 safeguarding audit by the Director of Standards at COLAT confirmed that our safeguarding practices are robust. School leaders demonstrate strong management of safeguarding, with effective systems such as InVentry and CPOMs supporting compliance. The Single Central Record is up to date with HR support. Safeguarding is further strengthened through ongoing internal monitoring and external validation via the Trust.</li> <li>• Throughout the last year we have developed our work aimed at addressing misogynistic behaviour through increased awareness and learning opportunities within and outside of the school curriculum. Our work around anti-misogyny was recently acknowledged at the UK Feminista Awards</li> <li>• Work continues to raise overall attendance to a minimum of 93%, representing a 4% increase. The Trust's EWO now supports the Attendance Officer on-site weekly, and the school has implemented the Trust</li> </ul>
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			Attendance Policy. In 2024/25, the attendance gap between Pupil Premium (91.5%) and non-Pupil Premium students (93.37%) was 2%, with the largest disparity in Year 7 (4%) and the smallest in Year 9 (1%).
Improve pupils' reading fluency across the school.	£7448	<ul style="list-style-type: none"> <li>• Reading to Learn programme for the whole school. Tutor time reading, which also includes WOW for the week.</li> <li>• CPD to develop reading strategies that can be used for tutor time reading and also for reading within the classroom.</li> <li>• All students who require more intervention are given Lexia sessions to support their progress in reading and literacy.</li> <li>• A focus on oracy across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicates that the majority of pupils (75%) who required support with their reading in 2024/25 were PP &amp; FSM. Reading support last year was tiered according to need.</li> <li>• All pupils below reading age 9 (functional skills age) were given support by the SEN department; including 1-2-1 reading support, small group reading support, as well as LEXIA interventions.</li> <li>• Reading age was assessed by GL NRG T assessments at separate points over the year to track progress.</li> <li>• In year 7: 5 PP &amp; FSM pupils improved their reading ages by more than 3 months when measured throughout the year or increased their reading ages significantly - meeting the threshold to be</li> </ul>

			<p>removed from reading interventions.</p> <ul style="list-style-type: none"> <li>• In year 7: the 5 PP pupils - 63% of the pupils in their year group who achieved positive results in reading.</li> <li>• In year 8: the 7 PP &amp; FSM pupils - 54% of the pupils in their year group who achieved positive results in reading.</li> <li>• In year 9: the 12 PP &amp; FSM pupils - 63% of the pupils in their year group who achieved positive results in reading.</li> <li>• Year 8 had the highest number of pupils (10 pupils) achieving the threshold to be removed from reading intervention across Key Stage 3. 70% of those 10 pupils were PP &amp; FSM.</li> <li>• Year 9 had the highest percentage (78%) of pupils achieving the threshold to be removed from reading intervention across Key Stage 3.</li> <li>• Overall 78% of pupils in Key Stage 3 that were supported with reading interventions were successful. This figure represents 31/40 pupils; both PP &amp; FSM and non PP &amp; FSM pupils. Of the 78% (31 pupils) 24 were PP &amp; FSM - a majority of 77%.</li> </ul>
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<p>Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.</p>	<p>£6000</p>	<ul style="list-style-type: none"> <li>• Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities.</li> <li>• An increase in participation in enrichment activities, trips, and clubs particularly among disadvantaged pupils.</li> <li>• Develop a spreadsheet using classcharts to monitor and evaluate the participation of disadvantaged students in enrichment, trips, workshops, and extra-curricular clubs. Target year group and PP where the uptake is low.</li> <li>• Subsidise trips for PP students depending on individual circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• All PP students have had the opportunity to go on at least one trip at KS3. 66% of PP students have attended two or more trips . The highest number of trips for PP students have taken place in years 8 and 7. In most year groups the number of PP students taking trips is in line with or higher than non- PP students.</li> <li>• Students have attended a vast range of trips off site to broaden, enrich and develop their cultural experience in a variety of subjects and disciplines. This has also enabled them to work collaboratively with other students from other year groups. Trips have included: Filmmaking, Splash days, Sea Cadets, Scholars programme, Art galleries, Geography &amp; Biology field trips, Williams F1 trip Future Frontiers programme, Music concerts, theatre visits, careers trips to Arts Southbank and college &amp; primary school visits.</li> <li>• Over 75% of students have attended a club at school, these include a vast range of subjects including: filmmaking, sports clubs, Sea Cadets, Debate club. Brilliant club, Performing Arts,</li> </ul>
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			<p>Drama, DT, , Basketball, Choir, Homework, Football, Model UN and EAL. Highest proportion of PP students attending clubs are at KS3. . There has been a considerable impact on students' confidence, self esteem and stature from the scholars programme, Brilliant Club and Model U, according to findings of student surveys.</p> <ul style="list-style-type: none"> <li>At KS3, SEN students have benefitted from attending speech and language, social skills and homework club interventions.</li> </ul>
Total Expenditure	£208,448		