

Pupil premium strategy statement – Lighthouse School Leeds

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	102
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2025/2026
Date this statement was published	January 2024
Date this statement was reviewed	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Emma Sullivan, Interim Executive Principal
Pupil premium lead	Nichola McCaffrey, Assistant Principal SEN
Governor / Trustee lead	Matt Cryer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,125
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£16,125

Part A: Pupil premium strategy plan

Statement of intent

To utilise pupil premium funding to achieve and maintain sustained positive outcomes for our under-resourced students.

The priority for all our students is high-quality teaching and learning and an ambitious, innovative curriculum that leads to successful outcomes.

The strategy is centred on the needs of disadvantaged students but will benefit all students in our school when funding is allocated towards whole-school approaches, such as high-quality instruction.

This is the third year of the current three-year strategic plan.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of student's EHCP targets are around improving social interaction skills and community access. These are integral to future success. As stated in the 'Social and Emotional Skills in Childhood and their Long-Term Effects on Adult Life' , 'good social skills [...] were predictors of life satisfaction and wellbeing, labour market success, and good health'.
2	Attendance is often a key barrier to success for PP students. As stated in the 'Improving Attendance At School' report – 'There is a clear link between poor attendance at school and lower academic achievement'. PP students at Lighthouse attend school 4% more than non-PP however this is still below national average.
3	A number of students within this cohort require individualised and targeted support to address identified needs, including emotional regulation and wellbeing, the development of emotional literacy, self-esteem, attachment-informed support, social interaction skills, and communication. For a small number of students, this support also encompasses bespoke and proactive interventions and support relating to safeguarding and Prevent. These needs are integral to students' ability to access and engage with academic learning, have a direct impact on their aspirations and long-term outcomes, and, if not appropriately supported, significantly affect their overall wellbeing. This approach is underpinned by the <i>Social and Emotional Learning: Skills for Life and Work</i> report (Early Intervention Foundation), which evidences that improved self-regulation is strongly associated with positive

	mental wellbeing, improved physical health and health-related behaviours, and more favourable socio-economic and labour market outcomes.
4	For a small number of students, a lack of personal hygiene skills has been identified. As highlighted in Ramos-Morcillo, et. al (2019) ' <i>Poor hygiene habits are a risk factor for preventable disease and social rejection</i> '. Supporting students with their personal hygiene makes them more employable, healthier, and raises their self-esteem.

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
By the end of the current strategy plan, the proportion of students meeting their 'Community and Relationship' EHCP objectives will raise to match that of non-PP students.	PP Barriers to accessing SHINE and extra-curricular activities are removed (e.g. funding transport) and proactively offered to PP families. Increased offer of a wide range of extra-curricular activities across all social times. High-quality Skills & Experience and Wellbeing curriculum embedded. All subjects facilitate meaningful educational visits and all barriers to access – including financial – are removed for PP students
By the end of the current strategy plan, attendance rates for PP students will increase to 93% or above.	Family Liaison Officers and Transition team provide bespoke support for Persistent Absentees, and where required, facilitate additional support from the Cluster. Resources are prioritised for PP students. Attendance strategy plan is fully embedded across school practice.
By the end of the current strategy plan, the emotional self-regulation and mental well-being of disadvantaged students is improved to match that of the non-PP students	Significant reduction in PP students CPOMS incidents rates for 'Behaviour' and 'Pastoral Care Concern'. No gap between PP and non-PP students in CPOMS incidents rates for 'Behaviour' and 'Pastoral Care Concern'. Where required, PP students have a regular intervention/mentoring session using evidence and trauma-informed practice

By the end of the current strategy plan, PP students with hygiene needs will have a individual plan and intervention.	Personal hygiene interventions will be successfully delivered to all students – but prioritising PP students. All interventions will be fully resourced. Where required, PP students will be given access to Personal Hygiene products to practise and embed intervention learning in the home. High-quality Skills & Experience and Wellbeing curriculum embedded.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportional funding (10% - £8294) for cost of additional English & maths qualified teachers	Evidence supports that ‘pupils make less progress when they have a teacher that does not have a formal teaching qualification’ .	1, 4
Proportional funding (14.7% - £3381) for cost of teaching and learning CPD	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider	1, 3,

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

Budgeted cost: £5,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Personal Hygiene Interventions (£199)	Evidence supports the impact of small group and 1:1 tuition around targeted student needs . This is especially when delivered by experienced staff following a structure.	4

Implement Emotional Literacy and Behaviour interventions (£469)	Evidence supports the impact of emotional literacy and behaviour interventions on students outcomes . Funding supports training on the interventions to maximise outcome.	3
Provide Mentoring to targeted students, especially those with low attendance (£255)	Evidence supports the impact of mentoring on student attainment . Additional care is taken to ensure that mentor drop-out is minimised.	2,3
Proportional funding (14.7% - £4442) for cost of STA role allowing for more flexible grouping and scaffolding.	Evidence supports the impact of teaching assistant interventions . The STA role also supports more flexible grouping which also has a positive impact on SEN student outcomes .	1

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

Budgeted cost: £18,450.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportional funding (14.7% - £10885) for cost of Family Liaison Officers to maximise attendance	Evidence supports the impact of Parental engagement and attendance strategies on attendance, and subsequently, student outcomes.	2
Fund the delivery of smaller 'Wellbeing' group sessions in every student's timetable and the creation of Teaching Assistants with Mentoring/Intervention Responsibilities (14.7% - £7107)	Evidence supports that self-regulation teaching (including learning to learn skills) and social and emotional learning have a significant positive impact on student outcomes.	3
Funding access to community activities, educational visits, SHINE, etc... for PP students (458.32)	Surveys have demonstrated that a quarter of parents are struggling to pay for educational visits .	1

Total budgeted cost: £35,490.32

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academically, PP students achieve at a similar level to their peers.

However, there continues to be four key areas for PP strategy:

1) Community access and social interaction opportunities

There has been an increase in the number of PP students who have accessed SHINE – the school's extra-curricular social interaction structure. This has partly been facilitated by the funding of transport/key costs for PP students, to reduce their barriers to access. Students regularly access Community via Skills and Experience timetabled lessons. This is delivered by qualified teachers who have developed a curriculum that incorporates both community access and educational visits. However, the number of educational visits can still be increased across most subjects.

2) Attendance

Attendance continues to be a challenge for all students. We have seen an increase in attendance of our PP students against out non-PP students but this continues to be below national average. The school has recruited multiple Family Liaison Officers and re-structured the team, creating a Family Liaison Co-ordinator and Transition Co-ordinator. The team is working closely with external agencies (e.g. Cluster) to address any attendance issues. However, there is a small cohort of students who are persistently absent. The school has developed an attendance action plan and increased the size of its Family Liaison team to address this issue.

3) Behaviour

Academic Year	PP Behaviour %	Differential	PP Emotional Health %	Differential	PP Safe-guarding	Differential
2022-23	29%	+3%	43%	+17%	-	-
2023-24	14%	-8%	45%	+22%	-	-
2024-25	8.9%	-5.1%	15.4%	-	18.5%	-

In 2022–23, Pupil Premium (PP) students accounted for 29% of behaviour incidents and 43% of Emotional Health CPOMS concerns, despite representing 15.2% of the school population. This demonstrates significant over-representation, particularly in emotional health, indicating disproportionate vulnerability for PP students.

In 2023–24, PP students' involvement in behaviour incidents reduced to 14%, meaning PP students were slightly under-represented relative to cohort size. This suggests that targeted behaviour strategies, consistent routines, and relational approaches were effective. However, PP students continued to be substantially over-represented in Emotional Health CPOMS concerns, accounting for 45% of incidents, showing a shift from externalised behaviour to internalised emotional need.

In response, the school strengthened its wellbeing provision through:

- Enhanced and structured Wellbeing curriculum lessons
- Increased targeted mentoring and intervention
- Recruitment and training of additional Teaching Assistants with specific wellbeing and mentoring responsibilities

Early 2024–25 data shows sustained and emerging impact:

- PP students account for 8.9% of behaviour incidents, indicating continued under-representation and sustained improvement.
- PP involvement in Emotional Health CPOMS concerns has reduced to 15.4%, now closely aligned with cohort representation, suggesting a significant reduction in disparity.
- Safeguarding CPOMS concerns show 18.5% PP involvement, broadly in line with cohort size and not indicating significant over-representation.
- Across all CPOMS data, the largest proportion of concerns relates to online safety and extremism, highlighting an ongoing area of vulnerability and the need for continued preventative and curriculum-based safeguarding work.

4) Personal Hygiene

Personal Hygiene is a barrier for a small subsection of PP students, so no statistical analysis is suitable. However, when they took place, the interventions were successful in supporting students' Personal Hygiene. This is evidenced in student EHCP assessments.

Externally provided programmes

Programme	Provider
None	None

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
No service pupil premium students are currently on roll at Lighthouse School, Leeds
The impact of that spending on service pupil premium eligible pupils
No service pupil premium students are currently on roll at Lighthouse School, Leeds

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables students to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged students to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for students over time.