

Pupil Premium Funding and Impact Statement 2018 – 2019

Funding Allocation

Allocations are based on the January 2018 census. The school is committed to ensuring that all current eligible pupils benefit from the funding to narrow the attainment gap.

All students at Church Lawton School are diagnosed with ASD and associated sensory and communication difficulties which greatly impact on their access to learning.

Financial Year	2018 - 19	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	7	1,320	9,240
Number of secondary pupils eligible for pupil premium	8	935	7,480
Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families	1	2,300	2,300
Pupil Premium Allocation £			19,020

Accountability

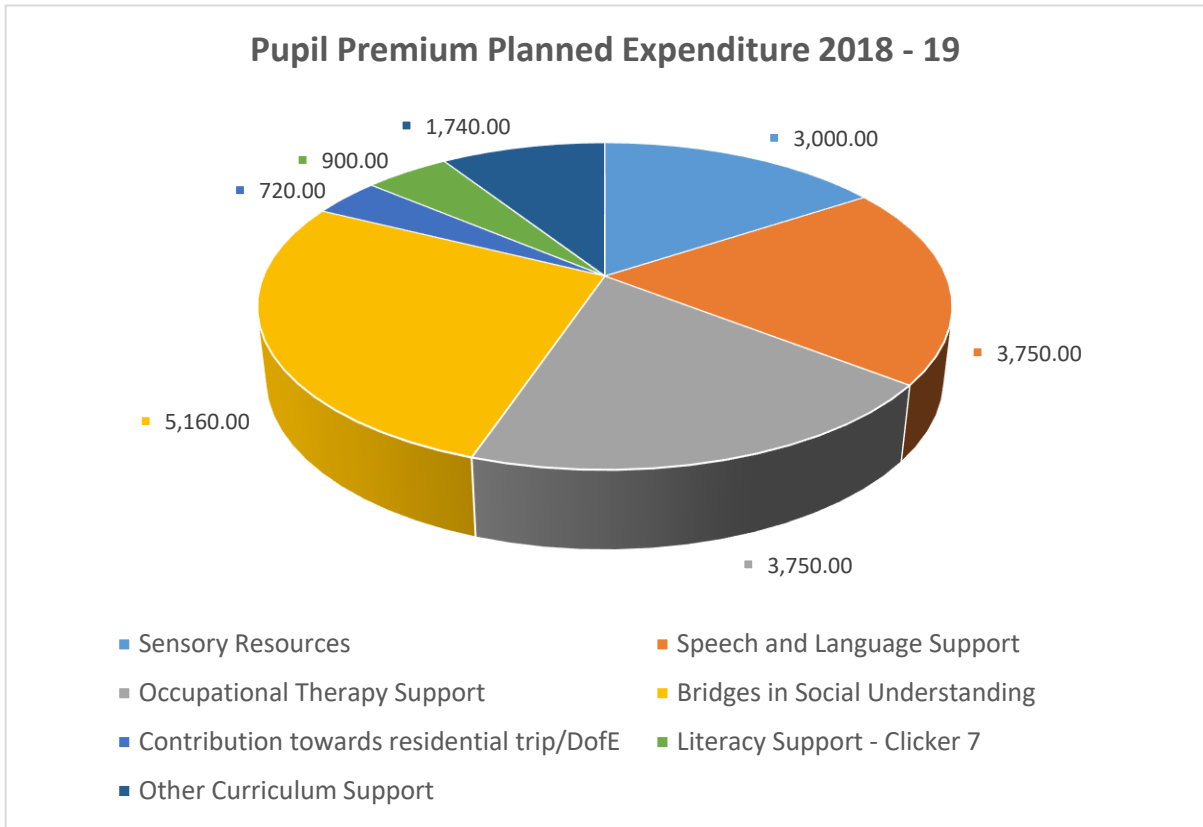
The government holds Headteachers and school Governing Bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

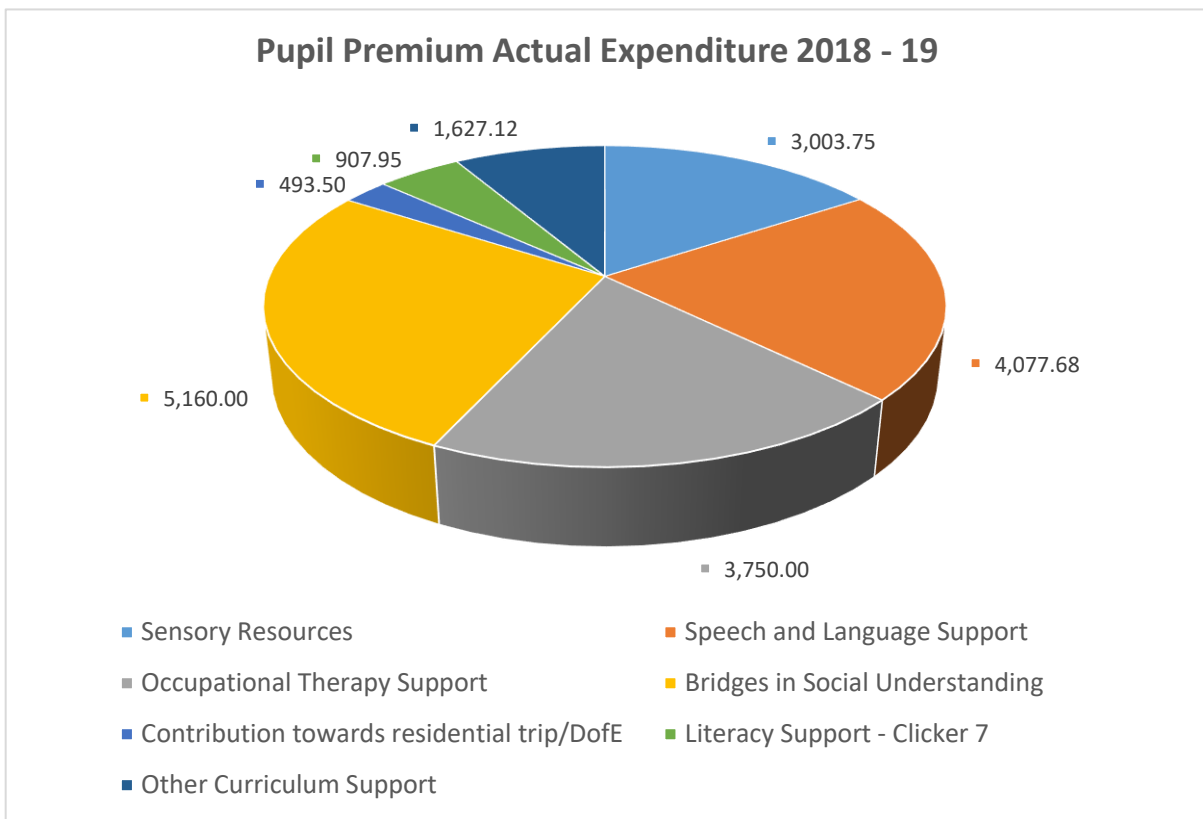
Online Reporting

As a school we must publish details of how we spend the pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding on our website.

Planned Expenditure



Actual Expenditure



Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Contribution towards residential trips to Fox Howl and Conover Hall and Duke of Edinburgh Expeditions for eligible pupils	To raise student confidence, self-belief and team working skills and help raise further student aspirations and willingness to try new activities	Pupil Premium Pupils were able to attend a variety of residential experiences. Those who had not stayed away from home before could try a one-night experience and others who were building confidence could try two or three nights. Pupils completed Bronze and Silver Duke of Edinburgh canoeing and camping expeditions developing team skills, independence, co-operation and self-esteem. This confidence was then evident in school and staff reported that pupils could then use these skills in other contexts and had higher levels of confidence to face new challenges in the future.
Purchase additional Sensory Resources	To equip students with the necessary resources identified in their assessment by the Multi-agency support team, limiting stress and sensory behaviours to allow students to focus on the task in hand	Pupils now have a wide range of sensory equipment to support them throughout the school day. Following assessments from the multi-agency team, specific sensory programmes using this equipment is allowing pupils to regulate their levels of anxiety and feel ready to access learning opportunities in the classroom.
Continue to purchase professional Speech and Language Support through the Bridges programme following the success of the programme in 2017-18	To support the development of speech, language and communication skills	Pupils have been accessing the Bridges social communication curriculum. Staff have reported that pupils are more confident with holding conversations, co-operation, building friendships and understanding a variety of social situations.
Contribution towards the purchase of professional of Occupational Therapy Support and Speech and Language Support	To engage the professional services of an Occupational therapist and a Speech and language therapist, limiting stress and sensory behaviours to allow students to focus on the task in hand	Having the benefit of professional Occupational Therapy and Speech and Language therapy services in school has allowed pupils access to specific support programme designed to meet their individual needs. The OT and SaLT have also delivered weekly class teaching across the secondary department using the Zones of Regulation social thinking programme.



Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Purchase Clicker 7 Literacy support software to close achievement gaps	To produce differentiated curriculum resources to support individualised learning programmes in writing	At the start of the year, 37.5% of pupil premium pupils in primary were below expected levels of progress for writing. Through the implementation of Clicker 7 as an intervention, staff have been able to provide targeted support for writing. At the end of the year, 100% of pupil premium pupils in primary were on track or making exceeding progress in writing.
Provide other curriculum support, largely in the form of interventions, to close achievement gaps	To support employment costs of a Learning Mentor one day per week to provide bespoke interventions to address any identified achievement gaps	<p>We were able to meet the cost of learning mentor support through the general budget. This specific support provided individualised intervention programmes resourced through pupil premium. These interventions were designed to address particular gaps in learning or reinforce skills and concepts in specific subject areas.</p> <p>At the end of the academic year the following percentages of pupil premium pupils were on track or made exceeding progress in each subject area. 94% in Reading, 83% in Writing, 89% in Maths and 93% in science.</p> <p>Pupils were also provided with opportunities to experience music workshops and attend performances at a local theatre. Other cross-curricular outdoor learning experiences were accessed developing independence, team-working and challenging the pupils to try new situations.</p>