

Pupil premium strategy statement 2021-22

School Overview

Detail	Data
School name	NAS Church Lawton School
Number of Pupils in school	64 October 2021 70 July 2022
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Publish date	October 2021
Review date	July 2022
Statement authorised by	Governing Body 04/10/2021
Pupil premium lead	Karen Woodall
Governor Lead	Jacqui Scholes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,325*
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,325

*Data taken from Key 2 Success Download September 2021

Part A: Pupil premium strategy plan

Statement of intent

Church Lawton School's ultimate objectives for our disadvantaged pupils is to provide specific interventions, strategies, and support to enable any disadvantaged pupil to have the same opportunities and experiences as their peers. These interventions, strategies and support plans will target any gaps in learning and development.

Our key principle is that we will have the same high expectations for our disadvantaged pupils as we do for all pupils across the school. That they can access all lessons to ensure their progress and attainment will be comparable with their peers, and they are given equal opportunities to develop independence and life-skills.

Challenges

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

Challenge number	Detail of challenge
1	Levels of anxiety prevent full access to classroom learning. Sensory regulation needs and mental well-being under the direction of the Occupational Therapist and Educational Psychologist.
2	Development of Speech and Language which impacts understanding across every curriculum area.
3	Progress and attainment in writing lower than that of other curriculum areas and in comparison with their peers.
4	Ability to access broader curriculum experiences is limited outside of school. Some pupils find it difficult to participate in opportunities provided in school such as music, residential experiences, independent travel and Duke of Edinburgh awards.
5	Pupils lack confidence to try new experiences, have a low self-esteem and need to increase their mental well-being and resilience.

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
For disadvantaged students to make on track or exceeding progress in core curricular areas. Being able to regulate levels of anxiety to fully access classroom teaching.	At least 75% of students making expected or exceeding progress in core curricular subjects and comparable with their peers.
For disadvantaged students to make on track or exceeding progress in core curricular areas. Increased development in speech and language skills supporting understanding, reasoning and questioning skills.	At least 75% of students making expected or exceeding progress in core curricular subjects and comparable with their peers.
For disadvantaged students to make on track or exceeding progress in writing. Progress and attainment to be in line with their peers.	At least 75% of students making expected or exceeding progress in writing and comparable with their peers.
For all disadvantaged students to fully participate in adventure learning opportunities	100% Participation.

For all disadvantaged students to fully participate in group music sessions and giving those with an interest to participate in individual peripatetic tuition	100% Participation for those expressing an interest in learning a musical instrument.
For all disadvantaged students to fully participate in activities and trips, including residential and D of E for those who are interested	100% Participation for those expressing an interest in completing the Duke of Edinburgh scheme.
For all disadvantaged pupils in selected year groups to complete travel training as part of the Quality of Life curriculum	100% Participation alongside their peers.

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)

Budgeted Cost: £600 Actual Cost £1,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative writing workshops providing opportunities to inspire and motivate the pupils. Create opportunities for extended writing and raise the profile of writing across the school.	At least 75% of students making expected or exceeding progress in writing and comparable with their peers. EEF guidance clearly documents that writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down modelling each step. Teachers can use a variety of approaches to motivate students to write. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3
Teachers to provide writing lessons based around scaffolding writing. Inset and twilight training to be used for CPD around resources, strategies and interventions to be used.	Termly data assessments. Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions. Dedicated inset and twilight training sessions allocated for staff training by the Speech and Language Therapist,	3

Occupational Therapist and Educational Psychology Assistant.

High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective professional development builds knowledge, motivates staff and develops teaching techniques. EEF guidance report – Effective Professional Development.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

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

Budgeted Cost: £14,710 Actual Cost:£19,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide specialist Speech and Language Therapy support in school. Autism specific strategies and individualised programmes of support for students. Training for teachers and support staff to incorporate interventions and strategies into daily lessons.</p>	<p>Termly data assessments.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Dedicated inset and twilight training sessions allocated for staff training by the Speech and Language Therapist, Occupational Therapist and Educational Psychology Assistant.</p> <p>EEF guidance on improving literacy promotes teachers to provide targeted vocabulary instruction in every subject. Prioritising tier 2 and 3 vocabulary which students encounter in everyday speech. Providing students with high quality interventions. Speaking and listening activities support pupils language development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2</p>
<p>Provide sensory resources for the pupils to access as part of their sensory diets under the direction of the Occupational Therapist. Pupils to use the resources to self-regulate and reduce anxiety levels.</p>	<p>Students will be able to regulate and remain in class accessing learning, comparable to their peers.</p> <p>Termly data assessments.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>EEF research into metacognition and self-regulation strategies has shown a high impact on pupil progress, an average of an additional seven months progress over the course of a year. For disadvantaged pupils research has shown that the best outcomes are achieved when self-regulatory strategies are explicitly taught.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p>

<p>Supplement the specialist support of an Educational Psychology Assistant in school to provide:</p> <ul style="list-style-type: none"> ▪ individualised support for pupils ▪ advice on autism strategies ▪ guidance on approaches to learning ▪ Lego therapy sessions ▪ training for teachers and support staff to continue interventions. 	<p>Students will be able to regulate and remain in class accessing learning, comparable to their peers.</p> <p>Research shows that being able to effectively manage emotions will be beneficial to young people. It may not directly translate to reading and maths scores however it has a valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>
<p>Use of the recovery premium to provide targeted interventions to address gaps in learning in core subjects, enhancing progression and embedding key skills.</p>	<p>Termly data assessments.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Evidence from EEF teaching and learning toolkit – small group tuition shows that this is an effective strategy and the average impact is four months addition progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
<p>Equip additional space with high-quality IT teaching facilities to allow additional small group intervention to run a full recovery programme.</p>	<p>Review of the success of the recovery programme: termly assessment and pupil progress meetings.</p>	<p>1 & 3</p>

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

Budgeted Cost: £12,015 Actual Cost: £6,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To encourage the development of pupils' resilience and self-esteem, challenging pupils' own expectations through:</p> <ul style="list-style-type: none"> ▪ Provision of half termly adventure learning opportunities such as climbing, cycling, canoeing or bush-craft ▪ Giving opportunity to try new experiences outside the classroom ▪ Encouraging the development of social communication skills through working as a team in a new environment. 	<p>100% participation in adventure learning alongside their peers.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Research studies have shown that outdoor adventure learning has a positive impact. It plays an important role in the wider school experience developing team-working, self-esteem, resilience and motivation. Disadvantaged students may not have access to these opportunities outside of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4 5</p>
<p>To develop pupils' interests in music, encouraging development of skills and talents through:</p> <ul style="list-style-type: none"> ▪ Providing opportunities for students to learn to play a musical instrument: 1:1 peripatetic music lessons or small group peripatetic music lessons. ▪ Ensuring that the necessary resources for the music tuition and practice are in place. <p>Provision of wider opportunities for experiencing music in a group situation. Percussion and drumming workshops to be provided where pupils will learn new skills and develop techniques over a number of weeks.</p>	<p>100% Participation for those expressing an interest in learning a musical instrument.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in Maths, English and Science. Arts based approaches can also re-engage pupils in learning. (EEF teaching and learning toolkit – Arts participation)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4 5</p>

<p>To allow pupils to engage with new experiences and gain a wider knowledge of the world around them with the aim of developing independence skills, building self-esteem, confidence and resilience:</p> <ul style="list-style-type: none"> ▪ Ensure all disadvantaged students have full access to trips and visits outside school (including residential) <p>Providing the opportunity to participate in the Duke of Edinburgh scheme for interested pupils, including access to equipment, training and expert instructors</p>	<p>100% participation alongside their peers.</p> <p>Research studies have shown that outdoor adventure learning has a positive impact. It plays an important role in the wider school experience developing team-working, self-esteem, resilience and motivation. Disadvantaged students may not have access to these opportunities outside of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4 5</p>
<p>For all disadvantaged pupils in selected year groups to complete travel training to gain independence and skills for life through: Travel training. To develop all the necessary skills to access a range of public transport.</p>	<p>100% participation alongside their peers.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Research into essential life skills looks at the impact of strategies that develop self-control, motivation, social skills, resilience and they are thought to underpin success in school and beyond. They include the ability to respond to setbacks, build relationships and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. These approaches may not happen outside of school for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>4 5</p>

Total budgeted cost: £27,325

Part B: Review of outcomes in the 2021-2022 academic year *(updated July 2022)*

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Termly assessments in all core and examination subject areas are undertaken and pupil progress meetings held between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.

In writing, 87% of pupil premium students are on track or have exceeding progress, much higher than our 75% benchmark and is comparable progress with their peers. In Maths and Science, 60% of pupils were on track or exceeding, slightly lower than our target, however they were in line with their peers, and this will continue to be a focus.

What is your assessment of how successfully the intended outcomes of the pupil premium plan were met?

Our pupil premium plan exceeded our expectations with regards to outcomes for students in English, Reading and Writing. Pupils' outcomes in other core curricular subjects met expectations to be in line with their peers, however, require further focus and interventions to improve progress to 75% or more pupils being on track or exceeding in those subjects.

Students had full access to sensory and well-being therapies under the direction of the Occupational Therapist and Educational Psychologist. Individual resources are now available to students so that they can be supported by staff to self-regulate their anxieties and develop strategies and skills to begin to manage this independently. Students were able to regulate and remain in class accessing learning.

Pupil premium students had full access to well-being and psychology therapies including Lego therapy under the direction of the Educational Psychologist. Teachers and support staff were able to discuss individual pupil's needs with the psychologist and receive guidance and specific plans to best support the students. Students were able to regulate and remain in class accessing learning.

Pupil premium students benefitted from fully participating in creative writing workshops with a visit from an author and poet. They were inspired and motivated by these experiences. Dedicated Inset and twilight training sessions were allocated for staff training by the Speech and Language Therapist, Occupational Therapist, and Educational Psychology Assistant. This enabled teachers to implement strategies around scaffolding writing and providing the best resources and interventions for the pupils.

Our pupil premium plan exceeded our expectations with regards to pupils accessing a wide range of experiences alongside their peers. All pupils participated in a wide range of indoor and outdoor activities as part of their adventure learning curriculum. These included indoor climbing wall, dry-skiing, horse riding, team building, orienteering, water sports, cycling, ropes course and bushcraft. For many of the pupils this was the first time they had experienced these physical activities. Pupils were encouraged by staff to feel confident to try these new adventurous activities and pupils' confidence and self-esteem flourished, many finding they had

new talents which they were keen to continue and develop. Pupils also built their resilience to keep trying and have another go when activities were challenging to them and outside their comfort zone. All pupils who expressed an interest to learn to play a musical instrument were able to access weekly 1:1 tuition in school or small group tuition in the school band. They showed increased self-esteem and confidence to perform at school events and in curriculum music lessons.

All pupils attended trips and visits alongside their peers. Unfortunately, we were unable to run the Duke of Edinburgh Scheme this year due to the recovery from the pandemic and other foci, however in all pupils are interested in completing the Duke of Edinburgh scheme will have the opportunity to do so in the next academic year and will be fully supported with equipment, training and expert instructors. The budget allocated to this at the start of the year was re-provisioned to IT improvements to enhance our teaching space for focussed recovery curriculum work.

During the spring and summer terms, travel training was offered as part of the Quality of Life, Life-skills curriculum. All students engaged with the project learning to travel on public transport and building their independence skills. Pupil premium students were able to participate alongside their peers.

Summary of Final Expenditure

Pupil Premium Expenditure 2021 - 2022

Teaching

	<u>Cost</u>	<u>Percentage of total</u>
Creative Writing Workshop	550.00	
Training	780.00	
	<u>1,330.00</u>	5%

Targeted Academic Support

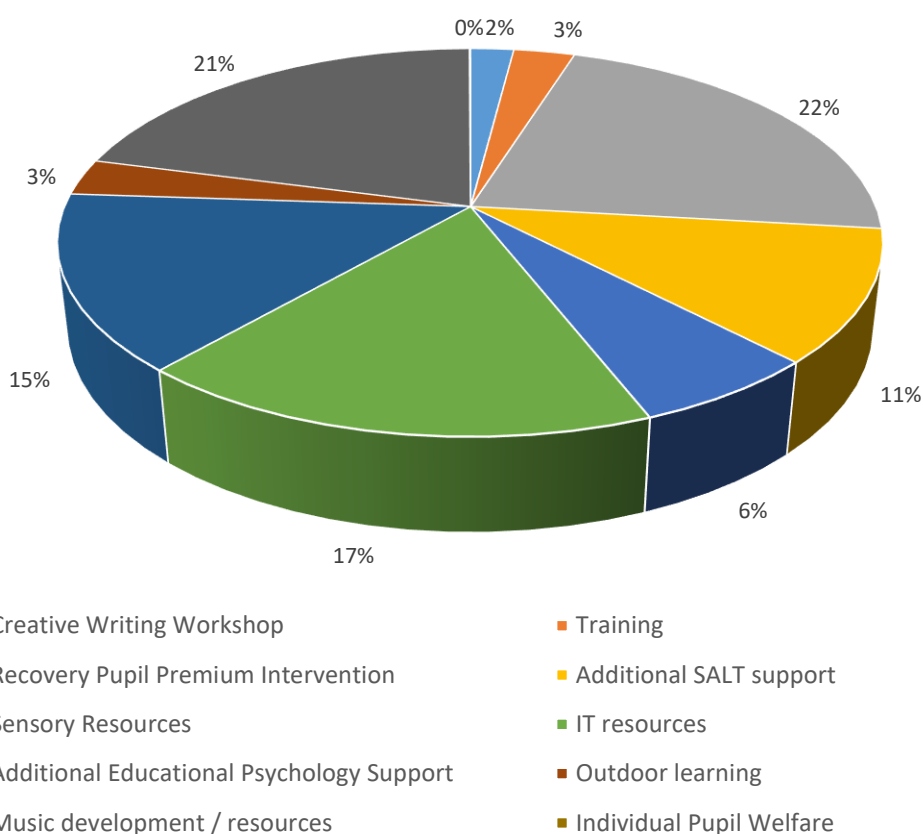
Recovery Pupil Premium Intervention	6,000.00	
Additional SALT support	3,000.00	
Sensory Resources	1,707.50	
IT resources	4,751.63	
Additional Educational Psychology Support	4,000.00	
	<u>19,459.13</u>	71%

Wider Strategies

Outdoor learning	825.00	
Music development / resources	5,695.18	
Individual Pupil Welfare	15.69	
	<u>6,535.87</u>	24%

Total	27,325.00	
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Pupil Premium Expenditure 2021-22



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.