

Pupil Premium Strategy Statement 2023-24

School Overview

Detail	Data
School name	Church Lawton School
Number of Pupils in school	71 (Sept 23) 78 (July 24)
Proportion (%) of pupil premium eligible pupils	24% (Sept 23) 29% (July 24)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Publish date	November 2023
Review date	July 2024
Statement authorised by	Governing Body 04/12/2023
Pupil Premium Lead	Karen Woodall
Governor Lead	Jacqui Scholes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,115*
Recovery premium funding allocation this academic year	£31,913
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,028

*Data taken from GIAS Download April 2023

Part A: Pupil premium strategy plan

Statement of intent

Church Lawton School is a specialist provision for pupils with a diagnosis of Autism. All our pupils have Education Health Care Plans. Barriers to learning are primarily developmental with a focus placed upon enabling pupils to acquire communication and independence skills and socially appropriate behaviours within school, home and the wider community.

Our strategy is underpinned by evidence informed research, with a focus on 3 main principles of improving outcomes: high quality teaching; removing barriers to learning through targeted support; providing wider opportunities through enrichment activities and the quality-of-life curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and proven interventions. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to achieve greater independence and to prepare them for the next stage of their learning journey.

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	Attainment in English, Maths and Science is lower than national age-related expectations.
3	Ability to access broader curriculum experiences is limited outside of school. Some pupils find it difficult to participate in opportunities that can be provided in school such as music, extra-curricular clubs, residential experiences, independent travel, and Duke of Edinburgh awards.
4	Pupils lack confidence to try new experiences, have a low self-esteem and need to increase their mental well-being and resilience.
5	Levels of anxiety on arrival at school in the morning impact pupils being able to access learning. Strategies are needed to improve the pupil's ability to concentrate and sustain energy levels throughout the day whilst self-regulating emotions and building 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 progress towards national age-related expectations in core curriculum areas by being able to regulate levels of anxiety to fully access classroom teaching.	<p>Demonstrated by our end of year assessments, observations and detailed pupil progress records at the end of our strategy.</p> <p>Staff provide high quality teaching evidenced through lesson observations, learning walks, and pupil progress data, measured over time from their individual starting points and as identified through assessments and achievement of EHCP outcomes.</p> <p>Increased awareness of strategies and tools available to them for self-regulation of anxieties and ability to re-engage with learning.</p>
To achieve and sustain improved well-being for all pupils	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> ▪ reduced periods of anxiety.

<p>in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ increased engagement, co-operation, resilience, and motivation to learn. <p>Evidenced through discussions with teachers and multi-agency support team at pupil progress meetings. Assessment data from end of key stage assessments.</p>
<p>For disadvantaged students to achieve national age-related expectations in English, Maths and Science. Attainment to be in line with their peers.</p>	<p>At least 75% of students achieving expected standard in core curricular subjects at the end of their key stages or making exceeding progress towards the expected standard, closing the gap on age-related expectations, comparable with their peers.</p>
<p>For all disadvantaged students to be given the opportunity to engage in wider opportunities such as peripatetic music tuition, the Duke of Edinburgh scheme, Residential visits, extra-curricular clubs</p>	<p>100% Participation for those expressing an interest in learning a musical instrument. 100% Participation for those expressing an interest in completing the Duke of Edinburgh scheme. For all pupils to attend trips, visits, out of school clubs and residential alongside their peers.</p>

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

Budgeted Cost: £4,900

Actual Cost £5,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment days in core subjects to provide opportunities to inspire and motivate the pupils. Create opportunities in English, Maths or Science for pupils to experience challenges, investigations, problem-solving and creative writing activities increasing engagement and interest in those subjects.</p>	<p>At least 75% of students achieving expected standard in core curricular subjects at the end of their key stages or making exceeding progress towards the expected standard, closing the gap on age-related expectations, comparable with their peers.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have, to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This also includes the selection of high-quality curriculum materials.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	<p>2</p>
<p>CPD/Training</p> <p>Teachers to provide quality first teaching in core areas. Maths and Science lessons based around practical and investigative approaches and English around the creativity of writing. Inset and twilight training to be used for CPD around resources, strategies, interventions, and specific autism approaches that can be utilised.</p>	<p>End of year and end of key stage assessment data</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. Staff training and CPD focused on core curriculum</p>	<p>1 and 2</p>

	<p>areas including Maths mastery and investigative scientific approaches as well as autism specific strategies.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Ensure intervention software and resources for core curricular areas are utilised effectively across the school, all key staff are proficient in their use, interventions are monitored closely and reviewed regularly for impact and effectiveness.</p>	<p>End of year and end of key stage assessment data</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>Observations from staff during core lessons regarding pupil engagement, confidence levels and interaction with the subject.</p>	<p>2</p>

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

Budgeted Cost: £34,337 Actual Cost £35,288

In addition to the funding received, we have delivered a recovery curriculum using additional funds of £77,195 from our revenue budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a full-time teacher across primary and middle from recovery premium funds to provide targeted interventions to address gaps in learning in core subjects, enhancing progression and embedding key skills.</p> <p><i>Any shortfall in funding will be picked up from our local recovery curriculum budget.</i></p>	<p>End of year and end of key stage assessment data</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>	2
<p>Employment of a teacher 1 day per week to deliver the National Tutoring Programme</p>	<p>End of year and end of key stage assessment data</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>	2

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

Budgeted Cost: £12,042

Actual Cost £11,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue 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. ▪ Ensuring music therapy forms an integral part of our sensory programme. <p>Provision of wider opportunities for experiencing music in a group situation. Workshops to be provided where pupils will learn new skills and develop techniques.</p>	<p>Termly pupil progress meetings between teaching staff, multi-agency teams and Senior Leaders to monitor progress. Termly combined records and reports show an increase in pupils' confidence to try new experiences and increased self-esteem.</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>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, 3 and 4</p>
<p>Further development of STEM projects, promoting opportunities for disadvantaged students to apply Science, Maths and technology knowledge in a range of engaging workshops and access to the necessary resources.</p>	<p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress. At least 75% of students achieving expected standard in core curricular subjects at the end of their key stages or making exceeding progress towards the expected standard, closing the gap on age-related expectations, comparable with their peers.</p>	<p>2 and 4</p>

<p>Provision of breakfast items to ensure that disadvantaged students have access to a healthy breakfast at the beginning of the school day. Ensure sustenance, energy levels.</p>	<p>The EEF provide some evidence that providing free breakfast can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Impact + 2 months progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>2 and 5</p>
<p>Extend our extra-curricular offer. To provide lunchtime and after school clubs supervised by staff members and external providers. Ensure the clubs have the necessary resources to engage and motivate pupils and link to the learning objectives of a range of subjects.</p>	<p>Extra-curricular activities are an important part of education in its own right. These approaches increase engagement in learning and this increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on arts participation. Impact + 3 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Extended school time encompasses purposeful changes to the school day. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional school programmes, including physical activities and sports. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: The EEF Toolkit has a strand on extending school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2, 3 and 4</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>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>3</p>
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Total budgeted cost: £51,279

Total actual cost: £52,042

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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. Assessments are against age expected targets and measure if a pupil is making the expected standard or exceeding the standard.

Pupil premium students have progressed at an accelerated rate in comparison to school expectations. In all core areas pupil premium pupils were above our benchmarked target of 75% on track or exceeding progress and in comparison, with their peers they have either exceeded or equalled their rates of progress. Pupil premium students achieved the following percentages for those on track or exceeding progress: Reading 83.5%, Writing 79%, Maths 79%, Science 79%.

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 across all core areas. Not only did they perform higher than the school benchmark of 75% on track or exceeding, but they also performed ahead or equal to their peers. Reading and writing were particularly strong with 33.3% of pupil premium students making exceeding progress (Reading) and 20% of pupil premium students making exceeding progress (writing) a higher percentage compared to their peers in those subject areas.

Progress in core subjects was enhanced by the employment of subject specialist teachers to work collaboratively with class teachers to provide interventions and small group teaching in their specific subject areas across all age groups in the school. This allowed identified gaps in learning to be targeted and high-quality interventions to take place on daily basis. Alongside this we purchased and implemented new teaching software to motivate and engage learners, providing challenging and well-planned programmes of study, building on prior knowledge and extending understanding. This software supported all core curricular areas as well as broader subject knowledge and interests.

Pupil premium students also benefitted from curriculum enrichment days. In order to motivate and enthuse pupils, particularly in the area of writing, we provided a poetry writing workshop for all pupils across the school. It was an extremely successful event for pupils and inspired many of them to have the confidence to continue to succeed in writing.

The funding allowed us to provide training for staff in the essential area of speech and language. This under-pinned the pupil's development in all core areas particularly for our primary students. From the progress data for our primary students 100% of pupil premium students made on track or exceeding progress in speaking and listening compared to 60% of all students. There was significant impact on the primary pupil's progress.

100% of pupil premium students achieved on track or exceeding progress for reading compared to 85% of their peers. In all core areas, pupil premium students' achievements were above those of their peers. The success in reading was further enhanced by the purchase of an outdoor reading area with wooden toadstools and a reading chair. This provided an exciting and engaging outdoor experience to broaden the pupil's opportunities, listening to stories and performing their own stories.

Pupil's attendance at school is a key factor in their progress and ability to achieve age related expectations. The funding allowed us to provide a range of strategies and rewards to motivate the pupils and encourage them to have a positive attitude to learning and attend school and lessons. Our overall attendance for the year was 87.4% above the average for national SEN schools.

All pupil premium students were offered the opportunity to engage with 1:1 peripatetic music tuition. 100% of pupil premium students, who expressed an interest in music lesson were accommodated and they fully engaged on a weekly basis. Equipment, including a stage for performances and resources were purchased to fully support these lessons alongside class-based music lessons that the pupils are timetabled in. This has enabled those students to pursue talents and interests in music, building self-esteem and motivation to learn new skills, perform and achieve external qualifications and awards.

Over the year our pupil premium strategy has allowed 100% of pupil premium students to access all school trips and experiences alongside their peers. This included day visits and, for all who expressed an interest, residential experiences for the Duke of Edinburgh Bronze or Silver Award expeditions.

Pupil premium students in all classes across the school had the offer of a range daily breakfast items to ensure that they started the day with an adequate balanced diet and felt nourished. Anxieties were lessened and they felt comfortable, alert, and ready to learn.

Summary of Final Expenditure

Pupil Premium & Recovery Premium Expenditure 2023 - 2024

Teaching Strategies

	<u>Cost</u>	<u>Percentage of total</u>
Educational Software & Resources	3,923	
Staff Training	649	
Enrichment Activities / Workshops	785	
	<u>5,357</u>	10%

Targeted Academic Support

Recovery Pupil Premium Interventions	31,913	
School Contribution to NTP Interventions	3,375	
	<u>35,288</u>	68%

Wider Strategies

Attendance	198	
Music development / resources	1,864	
Stage	3,370	
Individual Pupil Welfare / Breakfast Club	1,434	
Educational Equipment	2,630	
Duke Of Edinburgh	1,901	
	<u>11,397</u>	22%

Total	52,042	
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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.