

Pupil Premium Strategy Statement 2024-25

School Overview

Detail	Data	
School name	Church Lawton School	
Number of Pupils in school	78 (Sept 24)	84 (July 25)
Proportion (%) of pupil premium eligible pupils	30% (Sept 24)	30% (July 25)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025	
Publish date	November 2024	
Review date	July 2025	
Statement authorised by	Local Committee 25/11/2024	
Pupil Premium Lead	Karen Woodall	
Governor Lead	Lisa Thompson	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,470*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17,470

*Data taken from GIAS Download May 2024

Part A: Pupil premium strategy plan

Statement of intent

Church Lawton School is a special school 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 Assistant 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 in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> ▪ reduced periods of anxiety. ▪ increased engagement, co-operation, resilience, and motivation to learn.

	Evidenced through discussions with teachers and multi-agency support team at pupil progress meetings. Assessment data from end of key stage assessments.
For disadvantaged students to achieve national age-related expectations in English, Maths and Science. Attainment to be in line with their peers.	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.
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	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.

Activity in this academic year

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

Teaching

Budgeted Cost: £2,300

Actual Cost: £5,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase White Rose Maths Software and resources for the framework of maths teaching for all classes from EYFS to KS3.	<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 leaving school with a good GCSE Grade in Maths is a prerequisite for progressing into quality jobs, apprenticeships and further education. Too many young people do not make the grade. These pupils are disproportionately drawn from disadvantaged homes. To break this link between family income and educational attainment young people need to access great maths teaching in primary and secondary school. The focus is on improving the quality of teaching. Excellent maths requires good content knowledge, assessment to build on pupils existing knowledge, the use of manipulatives and representations, the teaching of strategies for problem solving and structured interventions to provide additional support.</p> <p>EEF – Improving Mathematics in Key Stages 2 and 3 Guidance Report 2022. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2

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

Budgeted Cost: £3,000. In addition to the funding received, we will continue to deliver a recovery curriculum using additional funds of **£75,000** from our revenue budget.

Actual Cost: £3,131 (Pupil Premium), £87,371 (Revenue Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of teacher specialist in Maths, English and Science to work across primary and secondary 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>	<p>2</p>

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

Budgeted Cost: £12,170

Actual Cost: £8,765

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>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>2 and 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>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>

Total budgeted cost: £17,470 (with an additional £75,000 school contribution to Recovery Curriculum)

Total Actual Cost: £17,642 (Pupil Premium)

£87,341 (School Contribution to Recovery Curriculum)

Review of outcomes in the 2024-25 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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.

Pupil Premium students have progressed at an accelerated or equal rate in comparison to their peers against school expectations. In all core areas pupils benchmarked against our target of 75% making the expected or exceeding standards. Pupil Premium pupils are tracked in comparison with all pupils to ensure their progress rates have either exceeded or equalled with the aim of closing any gaps in achievement. In all core subjects Pupil Premium students achieved higher or equal percentages of attainment against age related expectations. In reading Pupil Premium students achieved 79%, higher than all students at 75%. In writing and maths, the outcomes were in line with all students and not lower.

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

Our pupil premium plan ensured that in core subjects our Pupil Premium students did not fall behind their peers. Their progress and attainment was in line with their peers and in Reading exceeded, with 79% meeting expected or exceeding progress compared to 75% of all students.

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 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. The funding also provided access to a specialist SEN music event out of school led by The Love Music Trust. This further developed the pupil's opportunities to experience and access music and develop their own interests and talents. It was motivating for the pupils, they were able to perform to an audience and meet peers from other special schools and join together in a common interest.

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 includes day visits and, for all who expressed an interest, a residential experience for the Duke of Edinburgh Bronze and Silver Awards. We had Pupil premium students who successfully completed either Bronze or Silver D of E Awards. Pupil premium students also benefitted from curriculum enrichment days. They attended a SEND careers fair alongside pupils from other SEND settings. This promoted high expectations and aspirations for their futures. Other experiences included visiting Middleport pottery, Chester Zoo, Pooles Cavern, Roman experience in Chester and

the Festival of Brilliance. Pupils were excited and engaged, promoting a love of subjects including science, history, geography, poetry and the arts and inspiring learning going forward. Pupils were proud to share their achievements with each other and their parents.

The White Rose Maths curriculum and maths mastery techniques have been introduced across the school. All lessons are following the framework and utilising the resources, planning, techniques and equipment to best promote the pupil's maths development. 70% of students achieved expected or exceeding progress and attainment in maths. We will need time now to embed this strategy and for pupils to consolidate and apply their learning further with high expectations for pupil's attainment in maths.

The employment of specialist teachers across the school to provide targeted interventions and address gaps in learning in core subjects has enhanced progression particularly for pupil premium students. In reading Pupils Premium students achieved higher than all students with 79% compared to 75%. The specialist maths teacher is also experienced at delivering the White Rose Maths curriculum. They were able to support and coach other teachers ensuring that as a school, we gained the maximum impact from this new strategy for teaching and they could confidently use the White Rose for the interventions as well as whole class teaching across both primary and secondary.

Pupil premium students in all classes across the school have the offer of a range daily breakfast items to ensure that they start 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 Expenditure 2024 - 2025

Teaching Strategies

	Cost £	Percentage of total
Educational Software & Resources	4,781	
Staff Training	320	
Enrichment Activities / Workshops	645	
	5,746	32%

Targeted Academic Support

Interventions	3,131	18%
School Contribution	87,371	<i>(Additional School Contribution)</i>
	90,502	

Wider Strategies

Music development / resources	2,192	
Enrichment	1,746	
Individual Pupil Welfare / Breakfast Club	1,680	
Educational Equipment	2,135	
Duke Of Edinburgh	1,013	
	8,766	50%

Total	105,014	
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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.