

Pupil Premium spending at Churchill School 2016-17

“The Pupil Premium for disadvantaged pupils will provide additional funding specifically linked to disadvantaged pupils, with the primary objective of boosting their attainment... We will expect schools to account to parents for how it is used.”(page 81, White Paper 2010)

The pupil premium was generated by:

- Pupils in the school who were receiving free school meals
- Pupils in the school who were looked after
- The % of pupils in the school who had received free school meals in one or more of the previous 6 years (Ever 6)
- The % of pupils in the school who were from service families
- In 2016/17 the school was allocated £23,439 pupil premium based on 10 primary pupils (5 eligible for funding or 52.6%) and 41 secondary pupils with 18 eligible

Many of the students who attend Churchill come to the school after long histories of low attendance, underachievement and exclusions, which in many cases led to a high proportion having had many months of very limited education. In addition their difficulties with language and communication skills means that many students arrive at the school without the most basic skills in place that are necessary for them to begin engaging in a learning process. This is evident in the students' limited concentration spans, their inability to cope with issues around differences, their low tolerance levels and their inability to take turns.

Their attainment is mostly low as seen in scores achieved in KS2 SATs or indeed in the fact that they were not entered for SATs. Students therefore require high levels of input and support so as to help them move to a position where they are able to start to engage in learning and in many cases these include reading, writing and numeracy skills.

During 2016/17 Pupil Premium was spent in the following ways:

Curriculum support:

- Providing additional teaching capacity to support small group work in Maths and English both during the day and during enrichment times. An additional teacher was employed to work across the school 4 days a week.
- Utilising specialist teaching from Samuel Ward Academy staff to team teach across years 8, 9, 10 and 11
- Introducing further additional specialist resources.
- Focus on continuing staff professional development with a focus on teaching and learning to improve attainment. The school continues to be part of the Primary Writing Project. Key staff were trained in Maths Catch up designed to accelerate progress in maths.

Enrichment and Resources:

- Providing extra learning support opportunities after school e.g. in the Autumn term 2016 the school offered 26 enrichments over the course of the week compared to 22 in the Autumn term 2015. A percentage of these focussed on pupils developing skills further they had learnt during the school day and enhancing skills they had identified e.g. life skills.
- Provision of enhanced facilities such as the life skills area which was well resourced.

Guidance and Support:

- Provision of additional specialist staff including an additional Speech and Language Therapist, Careers Officer and Therapy assistant facilitated learning.

- Enhancement of the assessments used to determine mood and self-esteem and resources to support this area of development e.g. the Pass survey.

Impact

During the academic year 2016/17 we aimed for

- 100% Pupils in receipt of pupil premium to make at least good progress in Maths and English.
96% of pupils made at least good progress in speaking and listening
In Key Stages 2 and 3 at least 75% of pupils made at least good progress in reading with 50% at least good progress in writing. In Key Stage 4 at least 79% of pupils in receipt of pupil premium made at least good progress in English.
In maths 86% of pupils made at least good progress.
- For all pupils in receipt of pupil premium to show enhanced self-esteem.
The “Be the Best you can Be” programme was launched in January 2017. Pupils were visited by a Paralympian and each teacher identified the relevant unit to use with their students. Observations of PSHE sessions enabled staff to see how this had impacted positively with students willingly engaging in relevant discussions. Annotations in pupil’s records illustrated how they are able to apply skills learnt in sessions such as the increased ability to self-regulate and to ask when unsure.
- All pupils in year 9-11 to receive specialist teaching from mainstream Academy staff.
During the academic year 2016/17 all pupils received specialist GCSE teaching. In addition some pupils integrated into Samuel Ward Academy where it was been appropriate to do so.
- All pupils to take part in some form of life skills.
All pupils took part in life skills to some degree. Some selected life skills enrichment and others were targeted to work with the Life Skills Co-ordinator. In order to facilitate this to a greater degree. During the next academic year Life Skills will appear as a discreet lesson on the timetable to be taught by the teacher and the Life Skills Co-ordinator.
- Specialist resources to be used responsibly to enhance learning
Specialist resources were purchased such as the sensory press which was used to meet students sensory needs so they were able to access the curriculum.
- All pupils to receive appropriate support from a speech and language therapist.
Pupils received targeted support from the Speech and Language Therapy team in a range of ways

Universal

All pupils attending Churchill School received:

- Provision of information, strategies and advice for school staff and parents/carers to support development of skills and access to the Curriculum (as required)
- Joint planning of Individual Education Plan (IEP) targets with Class Teachers.
- Provision of regular, high quality staff training to support pupils with speech, language and communication needs
- Support for parents and carers — informally and via our Parent/Carer Forums on a range of topics
- Opportunities for parents/carers to discuss progress and concerns at our Pupil Review Days
- Access to regular Social Skills support

The above should be considered in relation to teachers and support staff at Churchill School, and Samuel Ward Academy, as appropriate.

Targeted

Some pupils attending Churchill School received one or all of the following:

- Access to intervention groups, such as Lego Therapy.
- An individual programme of activities developed by a Speech and Language Therapist, usually carried out by a Therapy Assistant under the supervision of the Speech and Language Therapist. On some occasions, intervention was be carried out by a Speech and Language Therapist. Therapy was usually carried out in weekly blocks followed by a clinical break to help skills generalise to the classroom.

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Specialist

Some pupils attending Churchill School received:

- An individual programme of activities developed and carried out by a Speech and Language Therapist. Therapy is usually carried out in weekly blocks followed by a clinical break to help skills generalise to the classroom.
- Pupils in year 11 to have appropriate destinations for year 12 and none to become NEAT
By July 2017 all students had identified their next destination. The Family Liaison Officer aims to visit pupils regularly during the Autumn Term 2017 to facilitate integration into college. Parents have also been offered home visits and on-going telephone support.

The impact was reviewed at the end of the Summer term 2017