

Pupil Premium spending at Churchill School 2018-19

“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 is generated by:

- Pupils in the school who are receiving free school meals
- Pupils in the school who are looked after
- The % of pupils in the school who have received free school meals in one or more of the previous 6 years (Ever 6)
- The % of pupils in the school who are from service families
- In 2018/19 the school were allocated £22,880 pupil premium based on 9 primary pupils (6 eligible for funding or 66.78%) and 50 secondary pupils with 16 eligible or 32.0%

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 the academic year 2018/19 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.
- Providing an enhanced amount of specialist teaching (Including utilising some specialist teaching from Samuel Ward Academy)
- Introducing further additional specialist resources such as the Scerts model,

Enrichment and Resources:

- Funding Design and Technology sessions for pupils in receipt of pupil premium
- Allocating resources to additional activities e.g. breakfast, snacks, trips, uniform
- Providing extra enrichment activities which meet the needs of students

Guidance and Support:

- Development of the resources used to enhance pupils mood and self-esteem.
- Development of staff expertise particularly in relation to mental health and well-being therefore facilitating students engagement in the curriculum.

Impact

During the academic year 2018/19 we aimed for

- 100% Pupils in receipt of pupil premium to make at least good progress in Maths and English and particularly writing.
87% of pupils made at least good progress in speaking and listening
In Key Stages 2 and 3 at least 80% of pupils made at least good progress in reading with 67% making at least good progress in writing. In Key Stage 4 at least 86% of pupils in receipt of pupil premium made at least good progress in English.
In maths 70% of pupils made at least good progress.
£7,130
- All pupils throughout the school to receive some specialist teaching but pupils in years 9-11 to receive full time specialist teaching delivered by either Churchill staff or those from Samuel Ward Academy. During the academic year 2018/19 all pupils were taught ICT and RE by a specialist. Life skills throughout the school was taught exclusively by the Life Skills Co-ordinator. Additionally pupils in year 8 received a significant amount of specialist teaching and all pupils in years 9-11 received specialist teaching for all GCSE subjects i.e. English, Maths, Science, Geography, Food and Nutrition, Art and PE.
£3,867.95
- Pupil premium students to have access to further high quality resources which accelerate progress
Specialist resources have been purchased as required. These have included Fast track, Read write Gold, Wrat 5, Secondary Yarc, Jelly and Bean books, Beat dyslexia and the Access maths assessment. Such resources enable pupils to access the curriculum and also help staff to assess pupils' needs in order to facilitate further their progress.
£269.35
- All pupils to access Design and Technology lessons without restriction on ingredients.
During the academic year all pupils have been taught Design and Technology activities in line with their mainstream peers. Pupils have produced some high-quality products including food items, e.g. Manchester tarts, choux pastry buns, red fruit filo baskets, falafel burgers and scones, clocks soft toys etc. Pupils in receipt of Pupil Premium have not been required to make a contribution towards the cost of design and technology materials.
£264
- All families to enhance their learning through self-management of some of their Pupil Premium funding.
All families with pupils in receipt of Pupil Premium were allocated a pot containing £100. Funds allocated could be spent in a number of ways including:
Breakfast club
Break time Snack
Uniform
To pay for school trips
To fund extra-curricular activities such as clubs run by external providers or theatre trips.
Pots have been spent across the range of areas with older students being able to take responsibility for their allocation and using it as required. Students and families have responded positively to the pot suggesting ways in which it could be extended e.g. to include revision guides and talking about how it has aided their engagement e.g. in enrichment.
£2,200
- All pupil premium pupils to take part in at least one funded extra-curricular activity.
33% of pupils in receipt of Pupil Premium accessed at least one additional extra-curricular activity.
£220.70

- For all pupils in receipt of pupil premium to show enhanced self-esteem and/or improved learning behaviours. (All pupils in receipt of Pupil Premium will receive appropriate targeted support from specialist Churchill staff including the Educational Psychologist, the Pupil Support Co-ordinator, Family Liaison Officer and the Life Skills Co-ordinator.)

Results of surveys conducted by the school, comments made by pupils and observations of pupils in school show that their self-esteem is enhanced. This is further evidenced through comments made by staff and the pupils themselves. Impact is measurable following work completed by the Family Support Co-ordinator and Pupil Support Co-ordinator where a baseline is evident and measurable impact evidenced.

£7,830

- Pupils in year 11 to have appropriate destinations for year 12 and none to become NEAT

All students who left the school at the end of the academic year 2017/19 are still in education. All have been supported by the Family Liaison Officer although the degree of support has varied from pupil to pupil. Students are still able to access support from the school if they require it and many choose to keep in touch.

£1,098