



Pupil premium strategy statement Churchill Special School 2020/21

School overview

Metric	Data
School name	Churchill Special School
Pupils in school	65
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£20628
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Becky Poynter
Pupil premium lead	Kirsty Richards
Governor lead	Paula Allen

Disadvantaged pupil barriers to success

Academic: ensuring the pupils develop an understanding of independent learning strategies that are taught explicitly within subject domains.
Pastoral and resources: family support, uniform, resources, travel and other financial support as required. This is to ensure curriculum equity and a sense of belonging.
Opportunity: work experience, careers and aspirations, links with college and university.

Strategy aims for disadvantaged pupils - Academic

Aim	Evidence of impact	Target date
100% of Pupils in receipt of the Pupil Premium Grant to make at least expected progress in maths and English and particularly writing.	Closure in any identified gap in progress between pupils in receipt of the Pupil Premium grant and pupils not in receipt of the Pupil Premium Grant across the school.	July 2021

All pupils attend appropriate interventions that accelerate their progress towards academic, social emotional, behavioural and speech and language targets following appropriate assessment and identification.	Data identified accelerated progress for pupils in receipt of interventions.	July 2021
Identification of pupils in receipt of Pupil Premium Grant who require accelerated academic progress	<p>All data is analysed and used to identify those pupils who require specific targeted interventions.</p> <p>Following intervention data is analysed and shows accelerated progress compared to baselines.</p> <p>The impact of interventions is monitored through use of</p> <ul style="list-style-type: none"> • Assessments • Observations • Academic progress 	July 2021
Projected spending £13,867		

Strategy aims for disadvantaged pupils – Pastoral

Aim	Evidence of Impact	Target date
For all pupils in receipt of the Pupil Premium Grant to show enhanced self-esteem and/or improved learning behaviours. (All pupils in receipt of Pupil Premium Grant will receive appropriately targeted support from specialist Churchill staff including the Educational Psychologist, the Pupil Support Co-ordinator, Family Liaison Officer and the Life Skills Co-ordinator.)	<p>Embedding Emotion coaching into the school's practice to support pupils to understand different emotions and how to manage them.</p> <p>Closure in any identified gap between pupils in receipt of the Pupil Premium Grant.</p> <p>Analysis of PASS survey and Emotional Checklist.</p> <p>Pupil and parent questionnaires</p>	July 2021
Projected spending £2462		

Strategy aims for disadvantaged pupils - Opportunity

Aim	Evidence of impact	Target date
Identification of pupils in receipt of the Pupil Premium Grant who require support from family liaison officer or pupils support co-ordinator.	Pupils in receipt of support demonstrate improved learning behaviours.	July 2021
Families will have self-management of part of their Pupil Premium Grant funding – which may be used to fund breakfast, snacks, uniform, revision guides, extracurricular activities and school trips.	Families and pupils self-access and appropriately identify resources to support their individual need.	July 2021
To ensure equality of access for pupils in receipt of the Pupil Premium Grant.	All pupils to access Design and Technology lessons without restriction on ingredients and access to further high-quality resources which accelerate progress	July 2021
For all pupils in receipt of Pupil Premium Grant to transition to Post-16 provisions successfully.	Pupils in year 11 to have appropriate destinations for year 12 and none to become NEAT	July 2021
Projected spending £3091		

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Close the vocabulary gap by teaching difficult words including more challenging vocabulary.	Terminology and vocabulary used in marking is appropriate but also challenging and results in pupils making sustained improvements in their work.	July 2021
Projected Spending £883		

Wider strategies for current academic year

Measure	Activity
Priority 1	A collective understanding and shared ownership of the school's Pupil Premium strategy, and the underpinning activities for tackling educational disadvantage
Projected spending	£325

Monitoring and implementation

Area	Challenge	Mitigating action
Academic	Sufficient time for professional development across staff.	Staff meetings and PD day time devoted to training.
Academic	Intervention training to be delivered to support staff and interventions monitored and assessed.	Deputy Headteacher and SENCOs to deliver training to teaching assistants at staff meetings and monitoring and assessments to be actioned by Deputy Headteacher, SENCOs and teaching staff.
Pastoral	Identifying increased self- esteem and improved learning behaviours.	Thorough analysis of surveys and questionnaires and action planning following results by Educational Psychologist and Pupil Support team.
Opportunity	Ensure all pupils access extracurricular activity.	Deputy head teacher to specifically target pupils in receipt of PPG.
Opportunity	Ensure all pupils are engaged in relevant and meaningful Post-16 activity	Family Support worker to do follow-up visits for Year 11 pupils after they leave Churchill.

Review: last year's aims and outcomes

Aim	Outcome
100% Pupils in receipt of the Pupil Premium Grant to make at least expected progress in Maths and English and particularly writing.	100% of pupils in receipt of Pupil Premium made expected or above expected progress in KS2 in Reading. 100% Of Pupils in receipt of Pupil Premium made expected or above expected progress in KS2 in Writing. 100% Of Pupils in receipt of Pupil Premium made expected or above expected progress in KS3 & KS4 in English. 60% of pupils in receipt of Pupil Premium made expected or above expected progress in KS2 in Maths

Aim	Outcome
	<p>86% Of Pupils in receipt of Pupil Premium made expected or above expected progress in KS3 in Maths.</p> <p>100% Of Pupils in receipt of Pupil Premium made expected or above expected progress in KS4 in Maths.</p>
<p>Pupils attend appropriate interventions that accelerate their progress towards academic, social emotional, behavioural and speech and language targets.</p>	<p>Interventions are in place and well-matched following analysis of pupil data and assessment outcomes. These are reviewed termly during pupil progress meeting with subject and therapy staff. Meetings of the therapy team facilitate shared discussions around specific pupils and school issues this leads to improved outcomes for pupils.</p> <p>Data outcomes indicate:</p> <ul style="list-style-type: none"> - Where pupils have made accelerated progress and do not require any further intervention. - Where pupils have made accelerated progress but would benefit from further intervention. - Where pupils have not made progress and intervention is needed. - Where an intervention has been completed but progress has not been as rapid as anticipated.
<p>Identification of pupils in receipt of Pupil Premium Grant who require accelerated academic progress.</p>	<p>Pupil Progress meetings, which are held termly, track and monitor pupils' predicted and actual achievement in speaking and listening, reading, writing, science and maths. These are a key feature of the work of the school with senior staff working with teachers to identify any pupils showing under-achievement or having barriers to learning and implementing plans to secure accelerated progress. Assessments completed on pupils enable staff to have an accurate picture of pupil progress against previous assessments.</p> <p>The school records pupil progress at the end of each term. This is in line with Trust schools and data is collected to inform data drops.</p> <p>The use of Go4Schools has enabled all staff to contribute to assessment systems in a transparent way and parents receive up to date assessment data on a termly basis.</p>
<p>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.)</p>	<p>Results of surveys conducted by the school, comments made by pupils and observations of pupils in school show that their self-esteem is enhanced through intervention. 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.</p>

Aim	Outcome
	<p>Emotion coaching is being embedded throughout the school following whole staff training by the Educational Psychology service and follow-up training. A workshop on 26 November was well attended by 7 families.</p> <p>Results of the school survey this year state that most children enjoy school and are happy in Churchill. (92% in 2017/18, 91% in 2018/19 and 100% in 2019/20)</p>
<p>Identification of pupils in receipt of Pupil Premium Grant who require support from family liaison officer or pupils support co-ordinator</p>	<p>Speech and Language Therapists, Occupational therapists, the pupil support co-ordinator and the Family Liaison officer regularly review with pupils strategies, visual prompts and plans etc. making adjustments where they are needed and encouraging further pupil ownership.</p> <p>Interventions delivered in school by specialist staff are evaluated termly. (Speech and Language Therapist, Occupational Therapist, Family Liaison Officer and Pupil Support Co-ordinator.)</p> <p>Staff ER sessions result in individual plans for some pupils which are shared with staff. Staff report an increase in the number of strategies that are available to them and state that they feel well supported.</p> <p>The Family Liaison Officer, employed by the school, works with a number of pupils and their families. Provision often extends beyond the pupil's time in Churchill and seeks to support those who also influence pupils beyond the school. Joint working has a significant impact on students' engagement, behaviours and attitudes.</p>
<p>Self-management of part of their Pupil Premium funding – which may be used to fund breakfast, snacks, uniform, revision guides, extracurricular activities and school trips.</p>	<p>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 snacks, milk, uniform, school photographs, school trips to fund extra-curricular activities such as clubs run by external providers or theatre trips.</p> <p>Pots have been spent across the range of areas with older pupils being able to take responsibility for their allocation and using it as required for example to purchase additional ingredients for GCSE Food & Nutrition practical exams.</p> <p>In 2019/20 the pot was most frequently used to purchase uniform, breaktime snacks, milk and to fund school trips to the Suffolk Skills Show and a Geography field trip.</p>

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<p>To ensure equality of access for pupils in receipt of the Pupil Premium Grant.</p>	<p>Pupils in receipt of Pupil Premium have not been required to make a contribution towards the cost of design and technology materials. Allowing complete access for all to these activities.</p> <p>Pupils have also used part of their £100 pot to purchase additional ingredients for their GCSE Food & Nutrition practical exam.</p>
<p>For all pupils in receipt of Pupil Premium Grant to transition to Post-16 provisions successfully.</p>	<p>Pupil Progress meetings for pupils in the sixth form enable Churchill staff to develop a good awareness of the progress they are making and support that is needed.</p> <p>Pupils in year 11 are supported to visit colleges. Visits are authorised during school time and Madaline Day accompanies many pupils on visits. Visits take place individually, in small groups and as whole cohorts. Pupils are able to talk about what they liked about college and can identify their concerns and worries. Pupils who require additional visits are identified and supported with individual transition programmes in liaison with their Post-16 provisions.</p> <p>All pupils who left the school at the end of the academic year 2019/20 are in education. All have agreed to be visited and supported by the Family Liaison Officer. Pupils are still able to access support from the school when they require it and many choose to keep in touch beyond their first year of leaving Churchill.</p> <p>Phone calls are made to parents of pupils who left the school several years ago. Updates of progress are obtained. Continuing advice is offered where this is needed or requested.</p> <p>The contact maintained with families and pupils helps evidence the impact that time at Churchill has on an individual and how the school's work to understand and address the barriers pupils face when engaging with society have been successful.</p>
<p>Close the vocabulary gap by teaching difficult words including more challenging vocabulary.</p>	<p>At a staff meeting on 25 November 2019 Speech and Language Therapists delivered a presentation and shared some techniques which can be used with pupils to develop vocabulary skills.</p> <p>Information provided was evidenced based and will be used to inform practice over the coming year.</p> <p>All pupils continue to be assessed against outcomes on the school's own speaking and listening grids. Progress is clear and next steps are clearly identified. Speaking and Listening is</p>

Aim	Outcome
	reported to parents as a discrete subject through termly reports.
A collective understanding and shared ownership of the school's Pupil Premium strategy, and the underpinning activities for tackling educational disadvantage	<p>The Trust review of the school's Pupil premium strategy was undertaken by Marc Rowland on 5 December 2020. Suggestions in the report are reflected in the School Development Plan. The Pupil Premium Strategy modified the Trust template and took account of Mr Rowland's report. The strategy identified aims in relation to three key areas - academic, pastoral & resources and opportunity – with projected spend.</p> <p>The new format of the plan has helped all staff to be clear about the strategy going forward and was shared with governors in the January 2020 governor meeting and at a staff meeting.</p> <p>All teaching, therapy and support staff share the pupil premium strategy statement in a staff meeting. Their progress is highlighted in the SEF and shared with staff.</p>
To undertake research during the summer term regarding the school's handwriting policy.	Due to the in place during Coronavirus research did not take place in the Summer term 2020. Due to maternity leave this priority is currently on hold.