



Pupil premium strategy statement Churchill Special School 2019/20

School overview

Metric	Data
School name	Churchill Special School
Pupils in school	68
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£17,282
Academic year or years covered by statement	2019/20
Publish date	December 2019
Review date	December 2020
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 good progress in maths and English and particularly writing.	Closure in any identified gap between PP and non-PP students progress across the school.	July 2020

Pupils attend appropriate interventions that accelerate their progress towards academic, social emotional, behavioural and speech and language targets.	Data identified accelerated progress for students in receipt of interventions.	July 2020
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 2020
Projected spending £10,867		

Strategy aims for disadvantaged pupils – Pastoral

Aim	Evidence of Impact	Target date
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>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 PP and non-PP students progress across the school.</p> <p>Analysis of PASS survey and Emotional Checklist.</p> <p>Pupil and parent questionnaires</p>	July 2020
Projected spending £2462		

Strategy aims for disadvantaged pupils - Opportunity

Aim	Evidence of impact	Target date
Identification of pupils in receipt of Pupil Premium Grant who require support from family liaison officer or pupils support co-ordinator	Students in receipt of support demonstrate improved learning behaviours	July 2020
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.	Families and students self-access and appropriately identify resources to support their individual need.	July 2020
To ensure equality of access for students 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 2020
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 2020
Projected spending £3298		

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 2020

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
Priority 2	To undertake research during the summer term regarding the school's handwriting policy.
Projected spending	£655

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.	SENCo to deliver training to teaching assistants at staff meetings and monitoring and assessments to be actioned by SENCo 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 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.

Aim	Outcome
<p>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.</p>	<p>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.</p>
<p>Pupil Premium students to have access to further high-quality resources which accelerate progress</p>	<p>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</p>
<p>All pupils to access Design and Technology lessons without restriction on ingredients.</p>	<p>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.</p>
<p>All families to enhance their learning through self-management of some of their Pupil Premium funding.</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 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.</p>

Aim	Outcome
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.
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.
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 2018/19 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.