

Pupil Premium Strategy Statement – Churchill Special School

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Churchill Special Free School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Komodromos
Pupil premium lead	Dean Rowley
Governor / Trustee lead	Becky Poynter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,021
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,111

Part A: Pupil premium strategy plan

Statement of intent

At Churchill Special School our aim is to provide an inspirational and inclusive learning environment that enables our disadvantaged pupils to achieve in line with our non-disadvantaged pupils. We target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens ready to thrive in later life and make a positive contribution to society.

Our ultimate aim is that no pupil is left behind socially or academically due to disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing the barriers to learning so that excellence can be achieved. We want a climate that does not limit a pupil's potential in any way.

During the period of this strategy we focus on the key challenges that prevent our disadvantaged pupils from attaining well; low self-esteem, language development, independent thinking, aspiration, developing reading.

Leaders also use the funding to create opportunities for pupils to develop our school values of responsibility, resilience, respect, courage and compassion. We use the funding to build all these qualities through quality targeted and bespoke pastoral care for our pupils

We aim to continue to use pupil premium funding to counter disadvantage and to ensure greater equity by continuing to take our three-tiered approach:

1. High quality teaching.
2. Providing targeted academic interventions (personalised learning).
3. Wider strategies to support the whole child.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our internal and external assessments (GL and Pupil Progress meetings) show our disadvantaged pupils attain less well in Reading (English) (62%) than our non-disadvantaged pupils (46%)

2	Our assessments, discussions and observations have identified social and emotional/self confidence issues for many of our disadvantaged pupils
3	Our discussions with pupils show low self-esteem and that they need to become more aspirational and self-confident in their own ability both currently and what they can achieve in the future.
4	Our pupils struggle to develop an understanding of independent learning strategies that are taught explicitly within subjects. Applying them to a range of situations including exams are a challenge for many of our disadvantaged pupils. This is evident through pupil progress meetings and data from assessments against their work in class.
5	Covid lockdown caused a further challenge to learning, in a world of structure and routine, the uncertainty caused high levels of anxiety for many of our disadvantaged pupils, anxiety leads to loss of learning time and also poor self-esteem.

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
All disadvantaged pupils to leave Churchill Free Special School as readers	<p>GL assessments show that the pupils are achieving against the age-related expectations and that the gap is closing between their current standardised score and their future standardised score.</p> <p>Interventions to be put into place which are assessed and reviewed to ensure that progress is being made.</p> <p>The gap at GCSE to be narrowed between the disadvantaged and the non-disadvantaged pupils.</p>
Pupils have literacy and numeracy skills which enable them to access the whole curriculum	Standardised scores in GL assessments are in line for disadvantaged pupils as with our non-disadvantaged pupils.
Pupils to be self-confident in new situations and be able to 'risk take' to develop their confidence in their own abilities	Participation from pupils in our activity's days – these involve the pupils challenging themselves in unknown situations and testing what they are able to do within the safe space of school. This builds up their resilience and also their self-belief in their own abilities.

Pupils who are aspirational in their next steps of education and life beyond Churchill.	Pupils who go onto their chosen destination with the subjects/grades that they need for their next steps. Pupils are aware of their options beyond Churchill.
Pupils who are able to apply their knowledge in different situations – building up their long-term memory of knowledge and skills that they have.	Improved feedback to pupils on what they need to do next to improve their own work and pupils acting on this independently. Low stakes quizzing built into the curriculum for regular retrieval of the information that they have gained.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching To enable this to happen in Churchill: <ul style="list-style-type: none"> • In school, appraisals linked to high quality teaching and learning. • Regular pupil progress meetings – linked to the barriers to pupil learning • Lesson observations linked to high quality teaching and learning • CPD on high quality teaching methods • Use of the National College resources to support high quality teaching and learning 	1,2,3 and 4
Quality personalised feedback for pupils which enable them to	Targeted feedback ensures that pupils understand where they have made errors and where they can make improvements. They understand their own learning better (EFF shows that feedback can have a +6 months impact)	1, 4,2

<p>know what they precisely need to do to move to the next step both in lessons and through Go4Schools</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>To enable this to happen in Churchill</p> <ul style="list-style-type: none"> • Go4Schools report to state how a pupil has made progress in their learning over the term but also very clear next steps in their learning. Provided to parents on a termly basis. • Lesson observations • Work scrutiny to look at feedback and next steps for pupils 	
<p>Embed dialogic teaching for interventions and targeted groups of pupils</p>	<p>Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p> <p>(EEF shows that dialogic teaching can have a +2 months impact)</p> <p>To enable this to happen at Churchill</p> <ul style="list-style-type: none"> • Use of questioning and specific interventions to support the development of learning. • Timestables Rockstars in Classes 1, 2 and 3 (intervention group set up to run 2x weekly and assessed every 6 weeks). • Key support and training for staff on use of dialogic questioning – use of the National College training. 	<p>1 and 4</p>

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

Budgeted cost: £ 15,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the national Tutoring programme</p>	<p>Research has shown that pupils learning has been affected by school closures (EEF, 2021), https://educationhub.blog.gov.uk/2020/12/08/how-the-national-tutoring-programme-can-help-students/</p>	<p>1, 5</p>

for targeted tuition for specific needs	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme (EEF shows that tutoring can have a +5 months impact) Implementation at Churchill <ul style="list-style-type: none"> • SP Tutors to be engaged to work with Class 6, 5 and 4 on English and Maths interventions on targeted pupils to raise their attainment 	
Dedicated Teaching Assistants to support targeted interventions using data	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Implementation at Churchill <ul style="list-style-type: none"> • Literacy interventions to be introduced into Key Stage 3 e.g. reciprocal reading, timetables, basic skills maths recall of number 	1, 2, 3, 4
Ensure in Key Stage 2 and 3 that explicit reading comprehension strategies are taught.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (EEF shows a + 6 month increase in reading abilities) Implementation at Churchill <ul style="list-style-type: none"> • Use of shine materials (structured programme for reading and spelling and grammar) • High quality English teaching 	5 and 1

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to participate in high end experiences	The Sutton trust identifies positive gains in Progress for Arts participation (+2) and outdoor learning (+4) and sports participation as having positive effects on pupil outcomes.	2, 3 and 5

within the school day.	https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf Implementation at Churchill <ul style="list-style-type: none"> • Activities Days and events which provide exciting experiences for the pupils 	
Cultivate opportunities for enhancing 'capital culture' through enrichment activities.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Implementation at Churchill <ul style="list-style-type: none"> • A wide range of enrichment activities offered to the pupils. These are evaluated on a half termly basis and are adapted to the needs of pupils 	2 and 3
Contingency fund for acute issues	Resources set aside for needs not yet identified. Experience tells us this is important so that we can be responsive where needed	All

Total budgeted cost: £ 25,111

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil Premium Data :

In Key Stage 2

100% of the pupils in receipt of the Pupil premium funding made expected or above progress in Key Stage 2 in reading and in writing and 66% of the pupils made the expected or above progress in maths

In Key Stage 3

100% of the pupils in receipt of the Pupil Premium funding made expected or above progress in English and 80% of pupils made expected progress in maths

In Key Stage 4

100% of the pupils in receipt of Pupil premium made expected or above progress in Key Stage 4 English and maths

- Interventions

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.

Data outcomes indicate:

- 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

- Self Esteem

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.

- Further Support by 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 snacks, milk, uniform, school photographs, 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 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. 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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	