

Pupil Premium Funding Statement 2017 – 2018

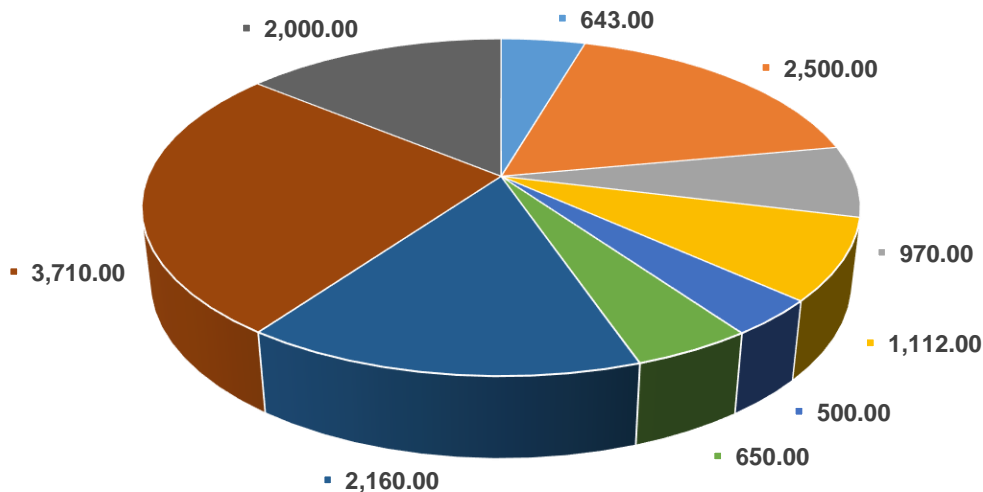
Funding Allocation

Allocations are based on the January 2017 census. As the school is still in a period of growth, the amount of funding received for pupil premium students does not cover the number of current students who are eligible for this funding. The school is committed to ensuring that all current eligible pupils benefit from the funding to narrow the attainment gap.

All students at Church Lawton School are diagnosed with ASD and associated sensory and communication difficulties which greatly impact on their access to learning.

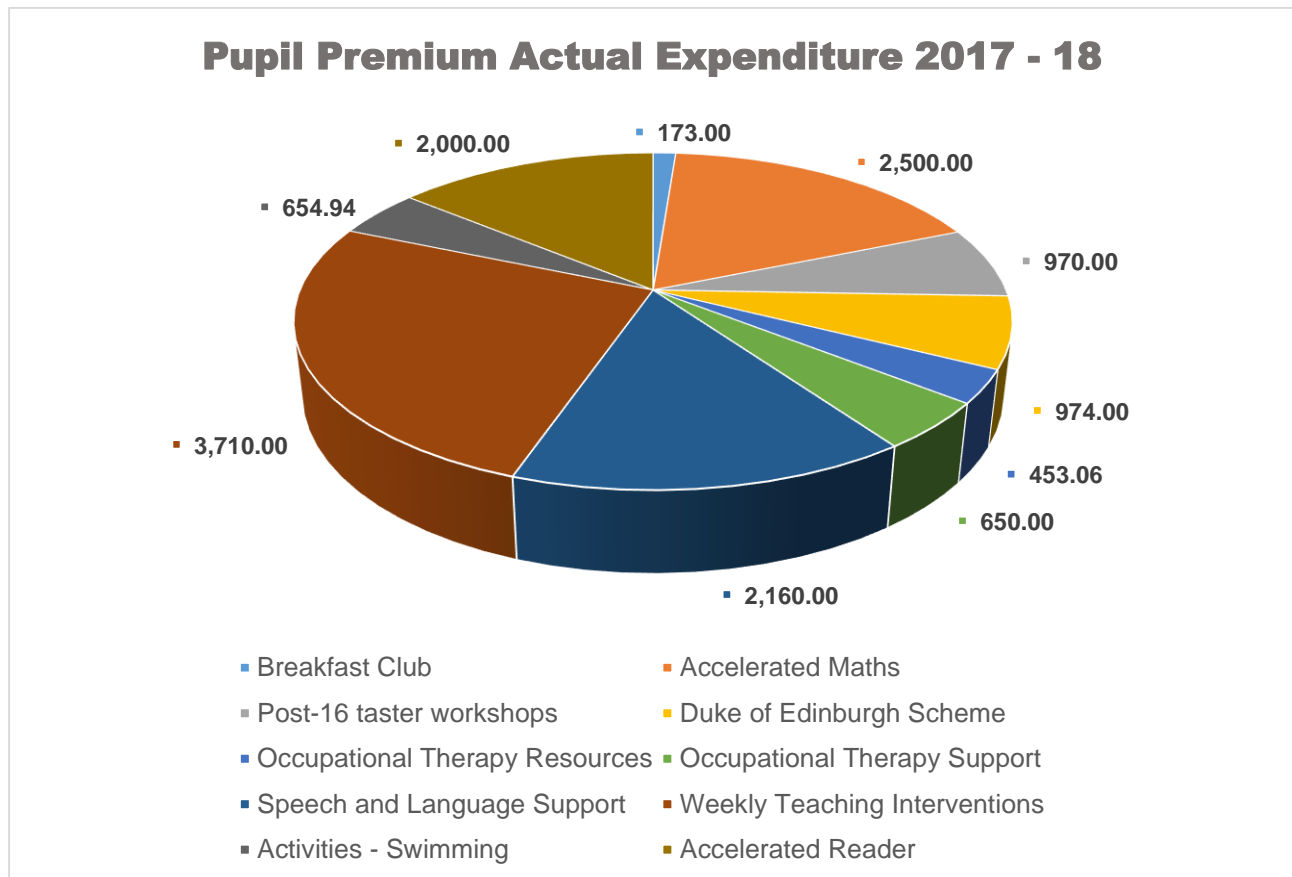
| Financial Year | 2017 - 18 | Amount per Pupil £ | Total Allocation £ |
|---|-----------|--------------------|--------------------|
| Number of primary pupils eligible for pupil premium | 3 | 1,320 | 3,960 |
| Number of secondary pupils eligible for pupil premium | 11 | 935 | 10,285 |
| Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families | 0 | 1,900 | 0 |
| Pupil Premium Allocation Received £ | | | 14,245 |

Pupil Premium Planned Expenditure 2017 - 18



- Breakfast Club
- Accelerated Maths
- Post-16 taster workshops
- Duke of Edinburgh Scheme
- Occupational Therapy Resources
- Occupational Therapy Support
- Speech and Language Support
- Weekly Teaching Interventions
- Accelerated Reader

The Chart below specifies our actual use of funding this year:



Impact Statement

| Intervention Activity | Intended Outcome | Impact on progress and attainment of eligible pupils |
|---|--|---|
| Provide a Breakfast Club Facility for all pupil premium students | To continue to provide breakfast for pupils to settle them before school after their taxi journey to ensure that their start to the day is conducive to learning. | Toast and drinks have been provided for students at minimal cost. Students are calmer on starting morning school which in turn aids teaching and learning. |
| Provide an opportunity for Post-16 students to attend a taster workshop at Reaseheath College | Reaseheath has a clear focus on employability and is of one of the country's leading land based colleges. It has strong industry links with teaching aligned to the latest developments. It also offers Higher Education programmes in partnership with the University of Chester. | Pupils attended an Animal Care workshop, a horticulture workshop and a countryside course over the year. These will lead to the qualification and skills needed to achieve their ambition, whether that is to move into employment or to progress on their educational journey. |
| Duke of Edinburgh Bronze Scheme | To continue to fund the Duke of Edinburgh Bronze Award for 4 eligible students. | Pupils were given the opportunity to participate in a scheme in which they all successfully completed. This has boosted confidence and developed new talents, skills and abilities. |

| Intervention Activity | Intended Outcome | Impact on progress and attainment of eligible pupils |
|---|--|---|
| Purchase Occupational therapy resources | To equip students with the necessary resources identified in their assessment by the Occupational Therapist, limiting stress and sensory behaviours to allow students to focus on the task in hand. | The equipment has facilitated learning through sensory interventions. The range of equipment allows therapy to take place both in classrooms and the therapy room. Children are more regulated following intervention which reduces anxiety and increases their opportunities to thrive and achieve. |
| Purchase professional Speech and Language Support through the Bridges programme | To support the development of speech, language and communication skills. | Pupils have progressed in their communication and speech and language development, thus boosting self-confidence and improving learning ability. |
| Purchase professional Occupational Therapy Support | To engage the professional services of an Occupational therapist, limiting stress and sensory behaviours to allow students to focus on the task in hand. | Active participation has been facilitated, promoting learning, self-esteem, self-confidence, independence and social interaction. |
| Provision of weekly teaching interventions to close achievement gaps | To employ a Learning Mentor one day per week to provide bespoke interventions to address any identified achievement gaps. Accelerated Reader and Accelerated Maths are a key part of the interventions. | On average 76.5% of the pupil premium students made expected progress or above with 24% of them exceeding expectation. An individualised intervention program was put in place throughout the year. |
| Purchase Accelerated Maths and Accelerated Reader | Students develop confidence in their reading abilities and trust their own judgement when choosing books for themselves Individualised learning programmes for all pupils in Maths, engagement with parents, motivation for pupils of all abilities | AR studies indicate that when children spend 25 minutes a day reading suitably challenging books which they comprehend, then they will achieve optimal reading age growth. 78% of the pupil premium students made expected progress in reading with 22% of them exceeding expectation, therefore closing the gap on age expected targets. Through individualised learning programmes, pupils were able to practice the right skills at the appropriate time and pace, ensuring consolidation of knowledge, thus having a positive impact on progress and attainment. 70% of the students made expected progress in Maths; of them, 16% exceeded expectation therefore closing the gap on age expected targets. |
| Swimming sessions for all Primary Pupils | Students will have confidence in the water and aim to swim 25 metres by the end of Year 6 to keep themselves safe. | 50% of the children in Year 6 who accessed the swimming sessions are now able to swim 25 metres. Confidence in all children has increased. |