

Pupil Premium Funding and Impact Statement 2020 – 2021

Funding Allocation

Allocations are based on the January 2020 census. 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 affects their access to learning.

Financial Year	2020 - 21	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	3	1,345	4,035
Number of secondary pupils eligible for pupil premium	16	955	15,280
Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families	2	2,345 (LAC) 310 (Service Children)	2,655
Pupil Premium Allocation £			21,970
Carry Forward of Unspent Balances from 2019/20 £			11,371
Total Available funding 2020/21			33,341

Accountability

The government holds Head teachers and school Governing Bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

Online Reporting

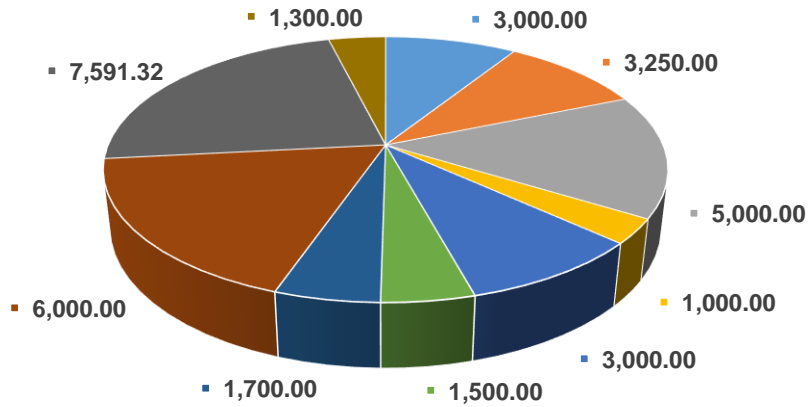
As a school, we must publish details of how we spend the pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding on our website.

COVID-19

Due to Covid-19, there have been some variances in the planned and actual use of pupil premium this year. A greater emphasis on sensory needs and intervention has been required on return from lockdown in the spring and summer terms to settle pupils back into routines and target gaps in learning. Fewer off-site curriculum activities have been able to take place, which has enabled funding to be reallocated to focus on these key areas.

Planned Expenditure

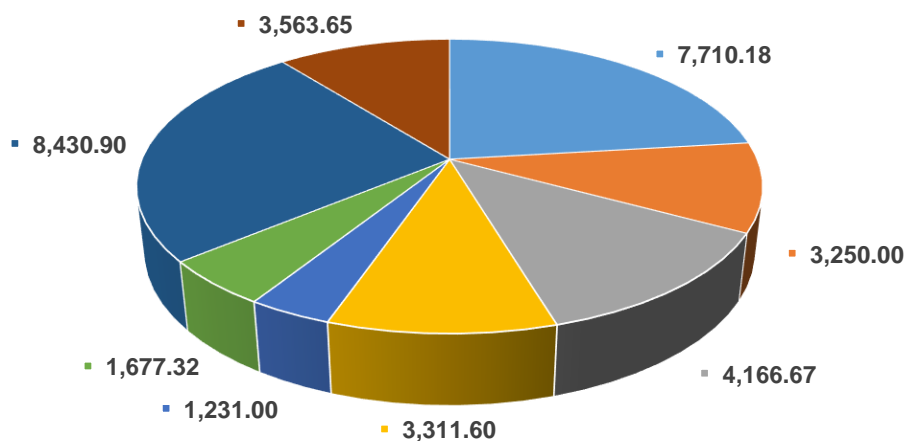
Pupil Premium Planned Expenditure 2020 - 21



- Sensory Resources
- Educational Psychology Support
- Accelerated Reader
- Peripatetic Music Lessons (5 pupils)
- Intervention
- Speech and Language Support
- Focus on Writing
- Contributions towards Activities/Trips
- Careers Tuition
- Other Curriculum Support

Actual Expenditure

Actual Pupil Premium Expenditure 2020 - 21



- Sensory Resource Provision
- Educational Psychology Support
- Enrichment Activities
- Intervention
- Speech and Language Support
- Accelerated Reader
- Peripatetic Music Lessons (6 pupils)
- Music Resources

Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Sensory Resource provision (£7710.18)	To equip students with the necessary resources identified in their assessment by the Multi-agency support team, limiting stress and sensory behaviours to allow students to focus on the task in hand.	Equipment has been purchased for each classroom to directly meet the needs of individual students. This has allowed students to access their sensory interventions in their bubbles. There has been a continuity of sensory regulation activities which the pupils can access independently or with staff support, reducing anxiety and enabling pupils to fully access classroom learning.
Contribution towards employment of Speech and Language support (£3,250)	To engage the professional services of a Speech and language therapist, to lead Zones of regulation sessions and individual therapy plans.	Zones of regulation lessons have been timetabled fortnightly for all students in the middle and secondary departments and has been delivered by the Speech and Language Therapist. These sessions were also available on Google classroom for any periods of home learning. Zones has enabled pupils to develop independence and life skills, self-confidence and social understanding. Primary pupils have benefitted from individual programmes and therapy sessions with the therapist. These interventions have had a positive impact promoting progress in all areas of the curriculum.
Contribution towards employment of Educational Psychology support (£4,166.67)	To engage the professional services of Educational Psychology support, to assess individual students and develop strategies to support.	The services of the Educational Psychologist have been an invaluable support. They have provided assessments and individual strategies to enable pupils to fully access learning in school and support families during periods of home learning.
Renewal of the Accelerated Reader Programme (£3,311.60)	To further engage pupils in reading in order to enhance progression and embed skills.	Accelerated reader has been utilised to promote and progress achievement in school and support learning from home. It has supported the aim for all pupils to close the gap on age related goals with 60% of pupils exceeding their expected targets.

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
<p>Enrichment activities in the form of wider opportunity music workshops and group work (band) (£1,231)</p>	<p>To raise student confidence, self-belief and team working skills and help raise further student aspirations and willingness to try new activities.</p>	<p>We have provided the wider opportunities drumming workshops for middle school and secondary pupils. Students with a keen interest and musical abilities have benefitted from expert tuition to form a school band. Both of these initiatives have developed pupil's confidence, self-esteem and ability to perform their talents to an audience. Many pupils now have aspirations to take their music skills further.</p>
<p>Provision of peripatetic music lessons for eligible pupils (£1,677.32)</p>	<p>To engage specialist music teaching in a musical instrument of their choice and interest.</p>	<p>Pupils have benefitted from access to 1:1 music tuition in an instrument of their choice. They have had weekly lessons which were able to continue online during periods of home learning. They have progressed their musical skills and have confidence to perform in front of an audience which has contributed to self-esteem and built confidence.</p>
<p>Intervention to target gaps in learning in core subjects (8,430.90). Additional funding has been made available through the COVID Catch-up Premium and the school's Recovery Curriculum budget</p>	<p>To further engage pupils in core subjects, addressing gaps in learning, to enhance progression and embed skills.</p>	<p>Targeted interventions 1:1 with students was utilised to support core curricular areas across all key stages. Pupils also benefitted from 1:1 support in some lessons as appropriate.</p> <p>Pupil progress data for maths, reading and writing shows more students are now on track or exceeding expectations and are closing the gap on age related goals.</p>
<p>Music Resources (£3563.65)</p>	<p>To allow pupils to further progress their skills and understanding in music and to access the full music curriculum to external examination level.</p>	<p>Students have the opportunity to progress their interest and skills in music from KS2 and 3 into KS4. They have access to recognised external qualifications (BTEC) in music technology.</p>