

Pupil Premium Funding and Impact Statement 2016 -17

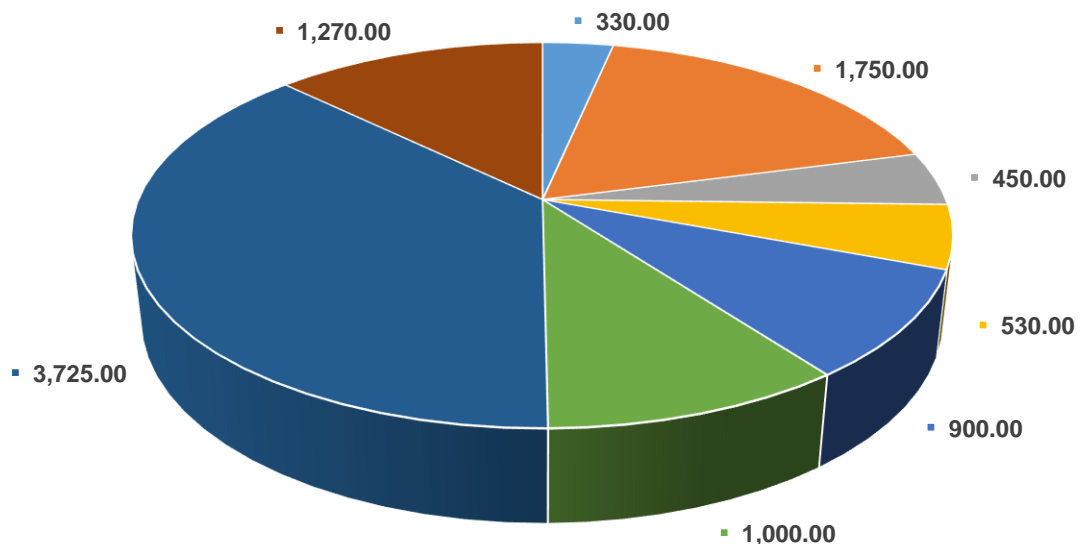
Funding Allocation

Allocations are based on the January 2016 census. As the school is still in a period of considerable 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.

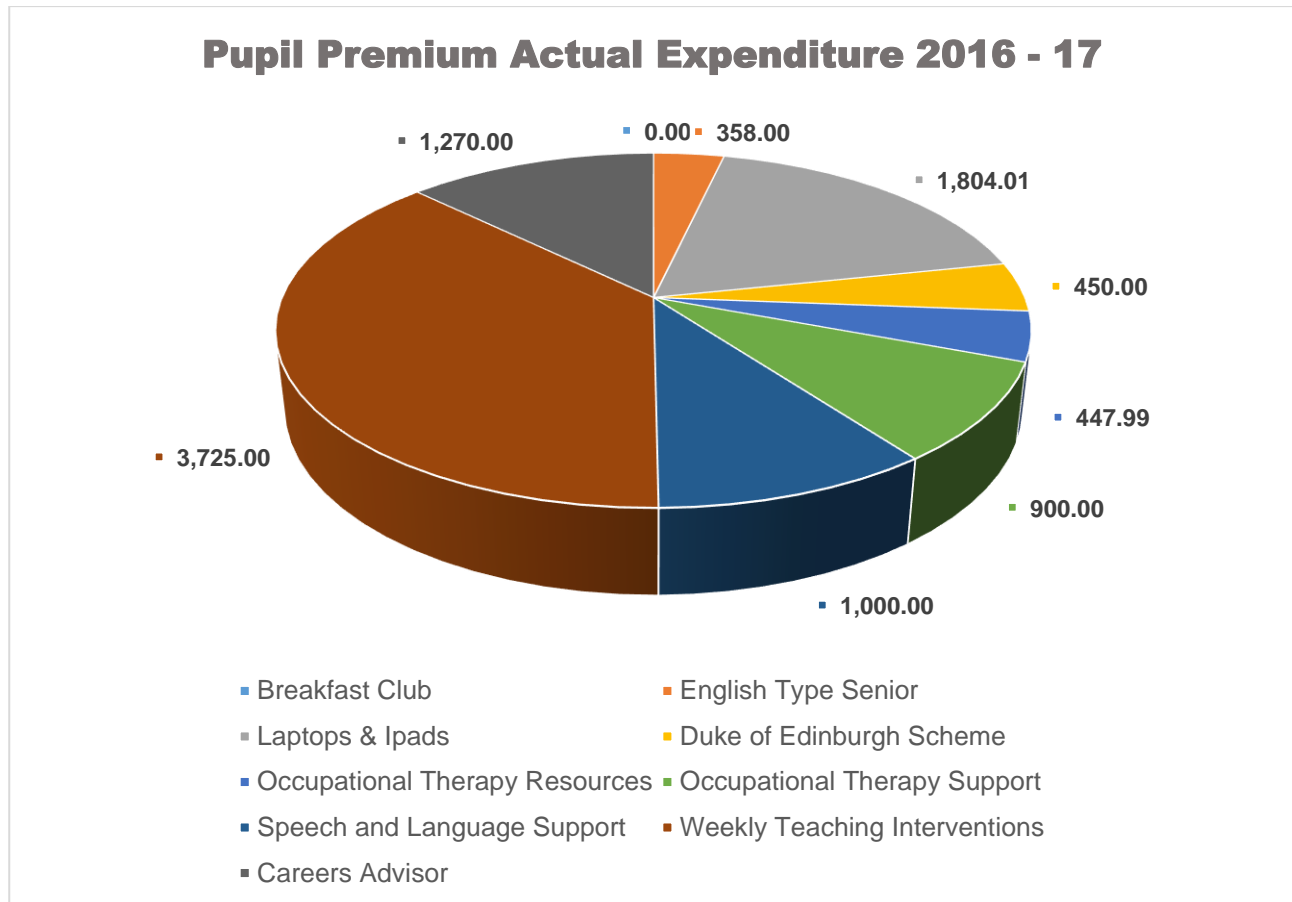
Financial Year	2016 - 17	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	4	1,320	5,280
Number of secondary pupils eligible for pupil premium	5	935	4,675
Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families	0	1,900	0
Pupil Premium Allocation Received £			9,955

Pupil Premium Planned Expenditure 2016 - 17



- Breakfast Club
- Duke of Edinburgh Scheme
- Occupational Therapy Support
- Weekly Teaching Interventions
- Laptops and Ipads
- Occupational Therapy Resources
- Speech and Language Support
- Careers Advisor

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 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 additional student iPads and Laptops to access learning and accelerate progress	To ensure students are provided with the necessary equipment to aid their ability to record and present their work	Laptops and iPads have been provided for students who were assessed as having difficulty with extended or longer pieces of writing by the Multi-agency support team. These have supported students, particularly in secondary. Data shows 88% of pupil premium pupils have made expected or greater progress in writing which is comparable to all students across the school.

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Duke of Edinburgh Bronze Scheme	To fund the Duke of Edinburgh Bronze Award for 3 eligible students	3 pupil premium pupils have started their D of E Bronze award which they otherwise would not have participated in. They have completed many tasks including a practise expedition overnight. They have learnt new skills and tried new adventurous activities increasing their self-esteem, confidence, team working and social skills.
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	A wide variety of sensory resources have been purchased for use across all age phases of the school. Children are more regulated following interventions which reduce anxiety and increase their opportunities to thrive and achieve. 82% of pupil premium pupils are achieving expected or greater progress in all core curriculum areas which is comparable to all pupils across the school.
Purchase professional Occupational Therapy Support	To engage the professional services of an Occupational Therapist to promote, maintain, and develop the skills needed by students to be functional in a school setting and beyond	Pupils have weekly access to Occupational Therapy support in school. It is providing direct support to promote active participation in life, it is promoting learning, self-esteem, self-confidence, independence and social interaction.
Purchase professional Speech and Language Support	To engage the professional services of a Speech and Language Therapist to support the development of speech, language and communication skills	Pupils now have access to a professional Speech and Language therapist on a twice weekly basis. This has facilitated communication and speech and language development which has been key to increasing progress in all areas of the curriculum. 82% of pupil premium pupils are achieving expected or greater progress in all core curriculum areas which is comparable to all pupils across the school.
Provision of weekly teaching interventions to close achievement gaps	To employ a Teaching Assistant one day per week to provide bespoke interventions to address any identified achievement gaps	Teaching assistant support has been used to deliver interventions in core subject areas. 82% of pupil premium pupils are now achieving expected or greater progress in all core curriculum areas which is comparable to all pupils across the school.

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Purchase professional Careers Advice for Secondary Pupils	To engage the professional services of a Careers Advisor to support and guide our pupils in achieving their aspirations through work-related learning	Pupils are accessing the careers advice on a bi-weekly basis. This has built confidence and skills to succeed in suitable work placement, Pupils have successfully participated in work experience and taster college courses to promote future work opportunities.
Purchase of English Type Senior	English type Senior was developed by an experienced Educational Psychologist and is designed to boost literacy at the same time as teaching typing.	This software was purchased towards the end of the 2016-17 financial year. Impact will continue to be monitored throughout 2017-18.