

## Pupil Premium Funding and Impact Statement 2019 – 2020

### Funding Allocation

Allocations are based on the January 2019 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	2019 - 20	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	5	1,320	6,600
Number of secondary pupils eligible for pupil premium	13	935	12,155
Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families	2	2,300 (LAC) 300 (Service Children)	2,600
<b>Pupil Premium Allocation £</b>			<b>21,355</b>

### Accountability

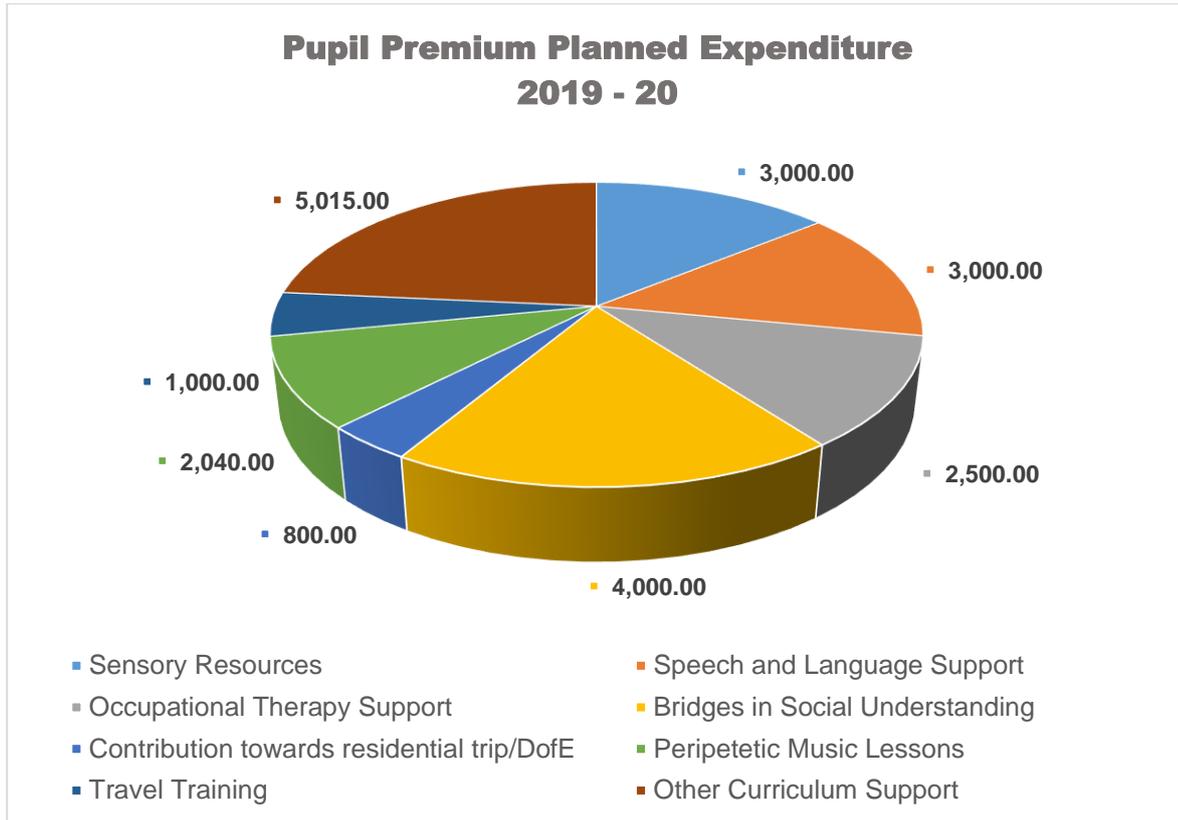
The government holds Head teachers and school Governing Bodies accountable for the impact of pupil premium funding in the following ways:

- 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

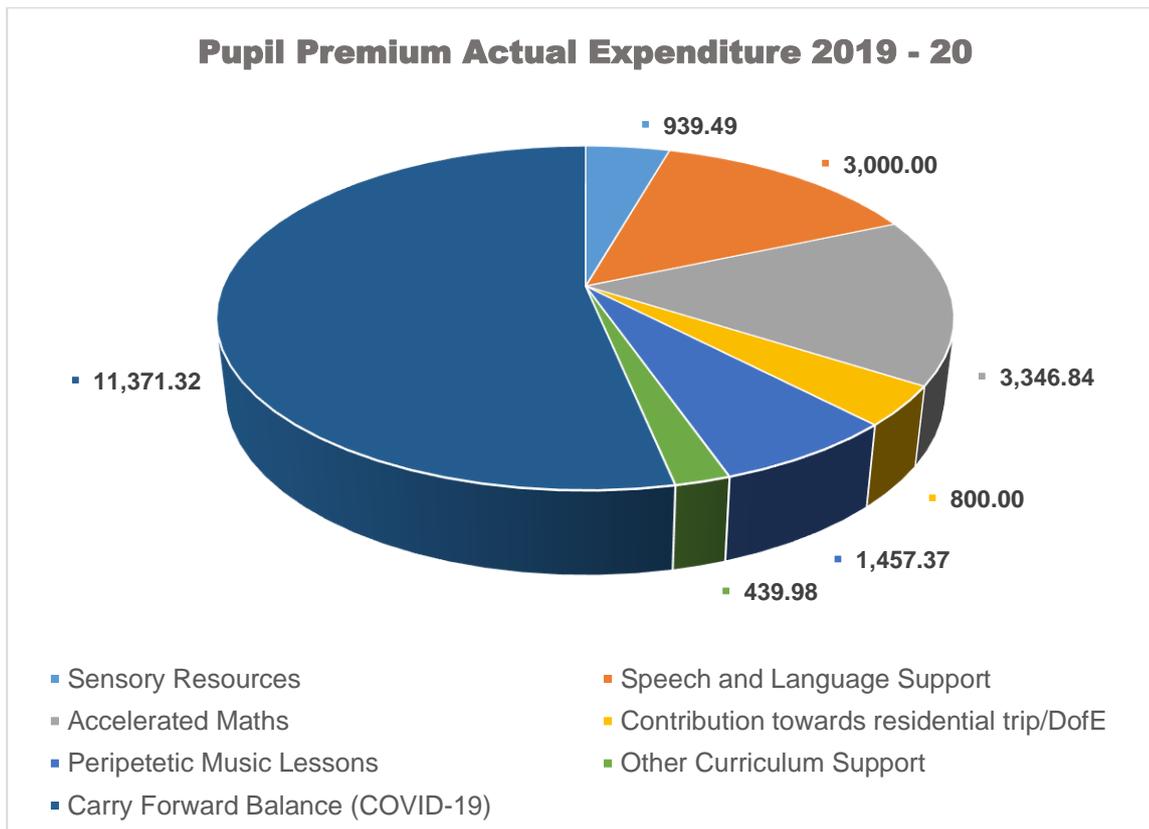
### Online Reporting

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.

## Planned Expenditure



## Actual Expenditure



## Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
<p>Contribution towards residential trips and Duke of Edinburgh Expeditions for eligible pupils</p> <p>School has contributed towards these events for eligible pupils, which will now hopefully take place in 2020/21</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>Unfortunately, residential trips have had to be postponed in response to the pandemic.</p> <p>Students who were due to participate in the Duke of Edinburgh Expedition were able to access some of this online.</p>
<p>Purchase Sensory Resources</p>	<p>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</p>	<p>In the time leading up to March 2020, resources were purchased allowing students to regulate their anxieties. The impact was seen in the classroom with students accessing lessons more successfully.</p>
<p>Continue to purchase professional Speech and Language Support through the Bridges programme following the success of previous years' programmes.</p> <p>(The funding was re-allocated to purchase accelerated maths.)</p>	<p>To support the development of speech, language and communication skills</p>	<p>Unfortunately, there were significant problems with the software for delivering and monitoring Bridges. We have since implemented Zones of Regulation across the school to encourage social communication.</p>
<p>Accelerated Maths</p>	<p>To support Pupils learning in Maths and to foster their interest.</p>	<p>Students have been accessing Accelerated maths and the initial assessments completed in March indicate progress in the subject. Students enjoyment of the maths activities is evident, supporting continued progress in the subject.</p>
<p>Provision of peripatetic music lessons for 4 pupils</p>	<p>To engage specialist music teaching in a musical instrument of their choice and interest.</p>	<p>Pupils have been accessing individual music lessons learning how to play the instrument of their choice. This fostered further interest and a group of students then formed a band which the music teacher engages with.</p> <p>During the period of the pandemic, the students were experiencing their music lessons virtually with their music teacher.</p>
<p>Travel Training</p>	<p>To support the costs for learning mentors to initiate travel training as part of the life skills and careers curriculum.</p>	<p>The training was scheduled in the Summer term and unfortunately due to the pandemic this could not take place.</p>

<p>Contribution towards employment of therapy support</p>	<p>To engage the professional services of an Occupational therapist and a Speech and language therapist, limiting stress and sensory behaviours to allow students to focus on the task in hand</p>	<p>Speech and language support provided weekly sessions for groups and individuals thus boosting self-confidence and improving learning ability across all curriculum areas.</p> <p>The school has now employed a full-time Occupational Therapist, moving away from bought in service provision to provide continuity for pupils and more sustainable support to the school.</p> <p>Pupils have been able to start to regulate their own emotions through the work that the therapists have started. In turn this has enabled students to access an increasing amount of lessons and to return to lessons having been able to self-regulate.</p> <p>This support continued during the pandemic as our therapists were in regular communication with individuals and their families.</p>
<p><b>Other educational support</b></p> <p>Interventions, to close achievement gaps</p> <p>Food technology support</p> <p>Educational visits</p> <p>Lego Therapy Resources</p>	<p>To support employment costs of a Learning Mentor to provide bespoke interventions to address any identified achievement gaps</p> <p>To provide cooking ingredients for food technology lessons</p> <p>To further subsidise educational visits for eligible pupils</p> <p>To enable students to assess their feelings before reacting and to encourage them to see situations from another person's point of view.</p>	<p>In the four months that the students were at school, attainment was boosted by the interventions that were delivered by the learning Mentors. This continued on-line for the remainder of the year.</p> <p>Students were able to access food technology lessons giving them further experience in life skills and independence.</p> <p>Unfortunately trips after the Christmas break had to be cancelled due to the COVID19 outbreak.</p> <p>Lego Therapy started before Christmas and students were beginning to show an increased awareness of the world around them. This would have continued into the late Spring and Summer terms, but unfortunately, due to the pandemic, this was not possible</p>

Trauma Training	To understand the difference between Attachment disorder and Autism and to know how to respond. To identify childhood traumas and the impact these could have on a child's development.	Trauma training enabled staff to gain an increased understanding of attachment difficulties and childhood trauma. This has allowed staff to respond in a variety of ways which are appropriate to the pupil.
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### **Carry Forward Balance**

In line with government guidance, pupil premium grants can be carried forward to the next financial year if all the money is not spent in the year in which it is allocated. £11,371.32 will be carried forward to 2020/21 largely due to Coronavirus resulting in an unspent balance.