

Pupil Premium Strategy - 2018/19

Review date: 2018/2019

1. Context of Churchward School

Churchward School was approved by the Department for Education in 2016 and opened in temporary buildings in September 2018. It currently provides secondary and sixth form places to students aged 11-19 with a primary diagnosis of autism and/or social, communication and interaction difficulties. Students at the school will often have additional and complex needs that cannot be met in other educational establishments. All admissions to the school will have an EHC Plan.

The school will remain at its current location until September 2020 when it will move into a purpose built provision on the northern edge of Swindon. Over the next 4 years the school will continue to grow until it reaches its agreed capacity 75 students. At present Swindon Borough Council have commissioned all available places.

Churchward School is part of the Brunel SEN Multi Academy Trust and works in partnership with the Uplands Education Trust.

Students at Churchward School have often had traumatic and turbulent experiences of education having been in multiple settings through either exclusion or in a provision which is unable to meet their needs. These experiences have resulted in increased anxieties surrounding school life and a lack of trust in those associated with learning. To challenge these complex difficulties often requires a personalised approach, using both the strengths and interests of a young person to build a relevant, comprehensive and bespoke curriculum around them to ensure engagement and ultimately progress.

2. Characteristics of the Learners

Churchward School caters for students who have an education, health and care plan [EHC Plan] with a primary diagnosis of either autism and/or social, communication and interaction difficulties. However many of the students have a range of interlinking and complex needs. The table below outlines the key profiles of the current cohort.

Diagnosis	Actual	Percentage
Autistic Spectrum Disorder	12	60%
Moderate Learning Difficulties	17	85%
Attention Deficit Hyperactivity Disorder	3	15%
Social Emotional Mental Health	12	60%
Speech Language and Communication	5	25%
Specific Learning Disorder	3	15%

As with similar schools there is a higher number of boys (80%) than girls (20%), Seven students receive ever6 pupil premium funding which make up 35% of the total cohort. The school has 3 students in receipt of free school meals and 1 student is LAC (Looked after Children).

3. Pupil Premium grant allocation amount

The details of the schools 2018/19 pupil grant is shown in the table below:

	2018/19
Total PPG Funding	£7315
Total PPG Funding as a percentage of budget	0.97%
Total number of pupils	7
Type of PP in school (this excludes year 7 pupils for who funding is received)	FSM/Ever 6 – 100% LAC – 0% Services – 0%

4. Record of Pupil Premium spend 2017/18

The school had no students on roll in 2017/18 and therefore no Pupil Premium Grant from that year to spend.

5. Impact and Barriers

The school has a relatively small number of students who are recipients of the Pupil Premium Grant. As a result the fund has been used in a targeted way to meet their distinct individual needs. The areas of individual challenge for those students in receipt of the Pupil Premium Grant include the need to enhance levels of engagement with learning; issues around the social and emotional aspects of learning; and the challenge of transitioning to future learning environments. The school's use of Pupil Premium Grant funding to support the meeting of these needs is central to the school's planned spending decisions for 2018/19. These decisions are outlined in section 6 of this document.

6. Planned spending of Pupil Premium 2018/19

Student	Provision and desired outcomes	Funding Allocation	Impact
1	Accessing the THRIVE approach. This will ensure that staff receive appropriate training and resources are readily available.	£4,000 PPG + £2,000 School Budget	
2			
3			
4			
5	Enhances student esteem and social skills via access to an external music teacher. This is to enhance their engagement with school.	£2,000 PPG + £1000 School Budget	
6			
7	Funding toward the college link programme enabling them to access qualifications we could not offer and get them 'College ready' in terms of transition.	£1,000 PPG	

£315 is kept aside for a PP Hardship fund so as to support requests, for example clothes for courses or residential trips.

If funding is still left it will be allocated to a one off intervention focused on one area of PP need.

Abbreviations used in this document

EHC Plan	=	Education, Health and Care Plan
FSM Ever6	=	Students who have at some point accessed free school meals
LAC	=	Looked After Children
PP(G)	=	Pupil Premium (Grant)
SEN	=	Special Educational Needs
THRIVE Approach	=	A nationally recognised approach to support and enhance the engagement of students with their learning

Pupil Premium Policy

The Pupil Premium was introduced in April 2011. It is grant funding for pupils from Reception to Year 11 who are Children in Care (CiC) via a Local Authority for more than 6 months, those eligible for Free School Meals (FSM); and children of armed services personnel. The funding is intended to 'close the gap' for vulnerable learners to raise attainment and improve progress.

It is the schools responsibility to decide how the Pupil Premium is spent and to ensure it is linked to targets on the student's educational attainment. All Schools are required to report on the amount of funding received, how it is being used and the impact it has had.

The level of premium for 2018/19 are as follows:

- Secondary 6 FSM - £935 per child
- Child in care (CiC) - £1,900 per child
- Service child - £300 per child

The service premium is designed to address the emotional and social well-being of these pupils/students.

Ethos

Churchward School's ethos is 'Recognising strengths, gaining skills and achieving success' for all students, regardless of their background. The targeted use of Pupil Premium Grant (PPG) will support us in achieving this.

Purpose

- To ensure consistency in our approach to supporting students who are eligible for the PPG.
- To ensure the PPG is used to support student progress and raise attainment.
- To outline the outcomes we expect so that these can be closely monitored and evaluated.

Principles

1. Teaching and learning opportunities will meet the needs of all the students.
2. Appropriate provision will be made for students who belong to vulnerable group, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
3. In making provision for socially disadvantaged students, we recognise that not all students who receive Free School Meals will be socially disadvantaged.
4. We also recognise that not all students who are socially disadvantaged are registered to qualify for Free School Meals.
5. Churchward School provides a range of support and individualised interventions which are 'above the norm' of other schools in the country. A proportion of Pupil Premium money will be allocated against these costs to ensure continuation of the breadth and high standard of support available to these students.

6. In addition to this targeted support, specific equipment, interventions or resources will be purchased for the student based on targets established by the attending the PEP (Personal Education Plan) meeting (e.g. Social Worker, Parent, foster parent and others attending) where appropriate or through liaising with other professionals.
7. Specialised equipment or resources purchased for an individual child may also benefit other children in the group.
8. Use of additional Teaching Assistant support as appropriate.

Provision

The range of provision the Head Teacher and Governors may consider making for this group will vary from year to year but could include the following:

- Providing small group or 1:1 opportunities with a teacher or teaching assistant.
- Additional multi – professional support e.g. Occupational Therapy, Speech Therapy.
- Additional resources, both whole school and to support individual students.
- Training staff of further development of strategies and interventions which can improve the progress and attainment of these students.
- Targeted support to improve attendance, behaviour and links with families
- Educational visits, extended school opportunities.
- Access to in-house enrichment activities

Meetings and Reviews

Electronic Personal Education Plans (ePEPs) are established for Looked After Children.

EHCP (Education Health Care Plans) outcomes are reviewed regularly throughout the year and recommendations for anticipated needs/ expenditure made. These will form the target settings for PEP (Personal Education Plan) meetings.

A key component of the schools approach to meeting the needs of PPG (Pupil Premium Grant) students will be to ensure that the school's use of this grant is discussed regularly with the school's staff and governing body.

Reporting

- It is the responsibility of the Head Teacher to regularly report to Governors.
- The Governors of the school will ensure that there is an annual statement to parents on the school website and as part of the school newsletter on how the PPG (Pupil Premium Grant) has been used.
- Relevant staff will be aware of which children are eligible for PPG (Pupil Premium Grant) and the resources/ staffing provided to meet any agreed targets.
- Progress of eligible pupils/students will be tracked and data analysed to indicate levels of progress.

Outcomes/ Impact

- Narrowing the gaps so as to maximise achievement.
- Increased progress of identified children.
- All socially disadvantaged students will take a full part in the school's curriculum including educational visits.
- Highly trained and skilled staff leading to effective teaching and learning and improved attendance.
- Emotional well – being and behaviour support further enhanced.
- PPG (Pupil Premium Grant) students to have access to a range of enrichment activities on at least an equitable basis to their peers.

Resources

Resources purchased with Pupil Premium funding will be used by the students in school.

Equal Opportunities

The school supports the rights of all students and staff to equal access and opportunities regardless of age, ethnicity, gender, social circumstances, ability, disability and sexuality.

Health and Safety

Health and safety issues are described fully in the school Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

Professional Development

All staff are provided with training opportunities to deliver the curriculum where appropriate. Training needs will be linked to appraisal, staff interviews and the School Development Plan.

Signed Head teacher

Signed Chair of Governors

Date

To be reviewed.....