

Pupil Premium Strategy 2019/20

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 coming years the school will continue to grow until it reaches its agreed capacity 75 students.

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 40 students on roll.

	ASC		SCID		SEMH		ADHD		Cognition & Learning		Comm & Interaction		Sensory & Physical		PTSD		Other	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Primary	25	62.5	4	10	9	22.5					2	5						
Secondary	1	2.5	2	5	20	50			4	10	2	5	2	5			1	2.5
Additional					3	7.5	10	25	9	22.5			4	10	1	2.5	1	2.5
Total	26	65	6	15	32	80	10	25	13	32.5	4	10	6	15	1	2.5	2	5

As with similar schools there is a higher number of boys (87.5%) than girls (12.5%), Fourteen CYP receive Pupil Premium funding which make up 35% of the total cohort. The school has 13 CYP in receipt of free school meals and 2 students are LAC (Looked after Children). 65% CYP are in Key Stage 3; 25% in Key Stage 4 and 10% Key Stage 5. In order to accommodate the rapid increase in numbers between 2018/19 and this year, the school is temporarily split over 2 sites. 26 CYP are based at Bagbury Park with 14 CYP at Headlands Campus.

3. Pupil Premium grant allocation amount

The details of the schools 2019/20 pupil premium grant is shown in the table below:

	2019/20
Total PPG Funding	£4800
Total PPG Funding as a percentage of budget	0.31%
Total number of pupils	15
Type of PP in school (this excludes year 7 pupils for who funding is received)	FSM/Ever 6 – 100% LAC – 0% Services – 00%

4. Record of Pupil Premium spend 2018/19

See report on website www.churchwardschool.org.uk

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 2019/20. These decisions are outlined in section 6 of this document.

6. Planned spending of Pupil Premium 2019/20

Student	Provision, desired outcomes and success criteria	Funding Allocation	Impact
1 – 8	<p>Online targeted intervention programmes.</p> <p>To improve basic skills in numeracy and literacy</p> <p>Evident through: improvement in reading and spelling ages, success in personalised English and maths targets, including when compared to non-PP students, meeting cognition and learning targets and outcomes.</p>	£500 PP + £500 School Budget	<p>This year we have invested in a number of online targeted intervention programmes: My Maths, Clicker, Docs Plus and Accelerated Reader. My Maths was used to set targeted and differentiated work during lockdown. The English programmes are newer and were set up and started to be implemented during COVID-19. In 2019-20, with regards to success in personalised learning targets, Pupil Premium students, overall, perform consistently better in maths and English than non-Pupil Premium students (except in reading). Our new programme, Accelerated Reader will therefore give all our Pupil Premium students access to a wide range of engaging and quality online reading texts remotely over the summer holidays to support narrowing the gap until we have all students back in for full time face to face teaching in September 2020. Engagement in these programmes, where appropriate, of our pupil premium students who are Looked After Children has been good.</p>

<p>9 – 13</p>	<p>Access to an external music teacher.</p> <p>To enhance student self-esteem and social skills and increase student engagement with school</p> <p>Evident through: Increased confidence – evidenced through Evidence for Learning, student and parent/carer feedback, reports, participation, e.g. in performances, school attendance, improved GREAT point outcomes.</p>	<p>£3,000 PP + £1,000 School Budget</p>	<ul style="list-style-type: none"> - Over half of pupil premium students at Bagbury Park accessed weekly music sessions with a peripatetic music teacher. - Progress was demonstrated in the following ways for different students: <ul style="list-style-type: none"> *Increased engagement with school. *Improved listening skills. *Improved co-operation skills. *Taking part in performance. *Students instigating the planning of performances. *Taking up playing music as a new interest – including being inspired by others performing in the Christmas concert at Lydiard Millicent Church. *Music being used to support self-regulation and reduced ‘red slips’ as a result for some students. *Increased self-esteem. *Improved emotional literacy. *Greater confidence. *Increased resilience. *Development of relationships with staff and other students through music. *Students continuing music to support their wellbeing and generalising this as a strategy for self-regulation during lockdown even in the absence of the peripatetic music teacher; the music room was moved to the centre of the school and students not in attendance at school during COVID-19 accessed remote skype music sessions with Teaching Assistants as our peripatetic music teacher wasn’t available to work as he had taken up alternative employment due to COVID. Unused funding has been carried over and his contracted hours have been increased for 2020-21 due to the positive impact music provision has had on students’ engagement, self-
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			<p>esteem and social communication.</p> <p>- All our Pupil Premium students who are Looked After Children also, have either worked directly with the peripatetic music teacher or been inspired by others working with him which has led to increased engagement and self-esteem for this cohort.</p>
14	<p>Funding toward the college link programme.</p> <p>To enable students to access a broader range of qualifications and support them being 'college ready' in terms of transition</p> <p>Evident through: achieving qualifications entered for, meeting their cognition and learning EHCP targets/outcomes and successful transition to appropriate KS5 programmes of study/placement.</p>	<p>£1,000 PP + £800 School Budget</p>	<p>*One student has successfully secured a placement for September at a local mainstream college, as a result of a supported college placement this year. This has supported the development of his independence, attention and concentration, social communication at college and independent travelling, whilst supporting his confidence accessing services within the community. In addition to studying for a Public Services course which he received a merit for, he has secured his next Functional Skills English qualification this year too – pre-COVID.</p> <p>*The other student, with adult support, managed to persevere to complete and pass his Photography course, despite challenges. This has inspired him to attend mainstream college in sixth form and supported him to raise his aspirations and commit to undertaking his English and Maths GCSEs this year and relevant provision that will support the development of his employability skills. This year his attitude to education, his ability to accept support, his attention and concentration and social communication have all improved.</p>

Next review date of Churchward's Pupil Premium Strategy:
September 2020 – Pupil Premium Lead and Link Governor