

Pupil premium strategy statement 2021-22

School overview

| Metric | Data |
|---|---------------------------|
| School name | NAS Church Lawton School |
| Pupils in school | 64 |
| Proportion of disadvantaged pupils | 33% |
| Projected Pupil premium allocation this academic year | £21,315 |
| Projected recovery premium funding | £6,090 |
| Academic year or years covered by statement | 2021 - 2022 |
| Publish date | October 2021 |
| Review date | July 2022 |
| Statement authorised by | Governing Body 04/10/2021 |
| Pupil premium lead | Karen Woodall |

Disadvantaged pupil barriers to success

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| <ul style="list-style-type: none"> Levels of anxiety prevent full access to classroom learning. Sensory regulation needs and mental well-being under the direction of the Occupational Therapist and Educational Psychologist. |
| <ul style="list-style-type: none"> Development of Speech and Language which impacts understanding across every curriculum area. |
| <ul style="list-style-type: none"> Progress and attainment in writing lower than that of other curriculum areas and in comparison with their peers. |
| <ul style="list-style-type: none"> Ability to access broader curriculum experiences is limited outside of school. Some pupils find it difficult to participate in opportunities provided in school such as music, residential experiences, independent travel and Duke of Edinburgh awards. |
| <ul style="list-style-type: none"> Pupils lack confidence to try new experiences, have a low self-esteem and need to increase their mental well-being and resilience. |

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|--|--------------------|-------------|
| For disadvantaged students to make on track or exceeding progress in core curricular areas. Being able to regulate levels of anxiety to fully access classroom teaching. | 75% or more | July 2022 |

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|---|-------------|-----------|
| For disadvantaged students to make on track or exceeding progress in core curricular areas. Increased development in speech and language skills supporting understanding, reasoning and questioning skills. | 75% or more | July 2022 |
| For disadvantaged students to make on track or exceeding progress in writing. Progress and attainment to be in line with their peers. | 75% or more | July 2022 |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Aim | Evidence of impact | Target date |
|--|--------------------|-------------|
| For all disadvantaged students to fully participate in adventure learning opportunities | 100% Participation | July 2022 |
| For all disadvantaged students to fully participate in group music sessions and giving those with an interest to participate in individual peripatetic tuition | 100% Participation | July 2022 |
| For all disadvantaged students to fully participate in activities and trips, including residentials and D of E for those who are interested | 100% Participation | July 2022 |
| For all disadvantaged pupils in selected year groups to complete travel training as part of the Quality of Life curriculum | 100% Participation | July 2022 |

Teaching priorities for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Creative writing workshops providing opportunities to inspire and motivate the pupils. Create opportunities for extended writing and raise the profile of writing across the school. |
| Priority 2 | Teachers to provide writing lessons based around scaffolding writing. Inset and twilight training to be used for CPD around resources, strategies and interventions to be used. |
| Barriers to learning these priorities address | Progress and attainment in writing lower than that of other curriculum areas and in comparison with their peers. |
| Projected spending | £600 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Provide specialist Speech and Language Therapy support in school. Autism specific strategies and individualised programmes of support for students. Training for teachers and support staff to incorporate interventions and strategies into daily lessons. |
| Priority 2 | Provide sensory resources for the pupils to access as part of their sensory diets under the direction of the Occupational Therapist. Pupils to use the resources to self-regulate and reduce anxiety levels. |
| Priority 3 | Supplement the specialist support of an Educational psychology assistant in school to provide: <ul style="list-style-type: none"> ▪ individualised support for pupils ▪ advice on autism strategies ▪ guidance on approaches to learning ▪ Lego therapy sessions ▪ training for teachers and support staff to continue interventions. |
| Priority 4 | Use of the recovery premium to provide targeted interventions to address gaps in learning in core subjects, enhancing progression and embedding key skills. |
| Barriers to learning these priorities address | Progress and attainment in writing. Increase speech and language skills supporting understanding, reasoning and questioning skills. Reduce levels of anxiety allowing classroom learning to be accessed. |
| Projected spending | £14,800 (Including £6,090 recovery premium) |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | <p>To encourage the development of pupils 'resilience and self-esteem, challenging pupils' own expectations through:</p> <ul style="list-style-type: none"> ▪ Provision of half termly adventure learning opportunities such as climbing, cycling, canoeing or bush-craft ▪ Giving opportunity to try new experiences outside the classroom ▪ Encouraging the development of social communication skills through working as a team in a new environment. |
| Priority 2 | <p>To develop pupils' interests in music, encouraging development of skills and talents through:</p> <ul style="list-style-type: none"> ▪ Providing opportunities for students to learn to play a musical instrument: 1:1 peripatetic music lessons or small group peripatetic music lessons. ▪ Ensuring that the necessary resources for the music tuition and practice are in place. ▪ Provision of wider opportunities for experiencing music in a group situation. Percussion and drumming workshops to be provided where pupils will learn new skills and develop techniques over a number of weeks. |
| Priority 3 | <p>To allow pupils to engage with new experiences and gain a wider knowledge of the world around them with the aim of developing independence skills, building self-esteem, confidence and resilience:</p> <ul style="list-style-type: none"> ▪ Ensure all disadvantaged students have full access to trips and visits outside school (including residential) ▪ Providing the opportunity to participate in the Duke of Edinburgh scheme for interested pupils, including access to equipment, training and expert instructors |
| Priority 4 | <p>For all disadvantaged pupils in selected year groups to complete travel training to gain independence and skills for life through:</p> <ul style="list-style-type: none"> ▪ Travel training. To develop all the necessary skills to access a range of public transport. |
| Barriers to learning these priorities address | <p>Resistance to access broader curriculum experiences such as music, residential experiences, independent travel and D of E awards.</p> <p>Pupils lack confidence to try new experiences, have a low self-esteem and need to increase their mental well-being and resilience.</p> |
| Projected spending | £12,015 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | <p>Monitor progress at different points through the year to ensure strategies, interventions and programmes of support are effective.</p> <p>Ensure staff have time to access the training on offer and incorporate strategies and resources into class teaching and intervention programmes.</p> | <p>Termly data assessments.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Dedicated inset and twilight training sessions allocated for staff training by the Speech and Language therapist, Occupational therapist and Educational psychology assistant.</p> |
| Targeted support | <p>Students may be reluctant to engage with specialist therapist or to use strategies or resources suggested on a daily basis.</p> | <p>Ensure students are supported and encouraged by key worker and other learning mentors.</p> <p>Students to become familiar with the therapy staff in school so feel more comfortable engaging in their sessions. Key workers can accompany students.</p> <p>Families to be informed of strategies being used so support, and encouragement from home can be given.</p> |
| Wider strategies | <p>Students may be reluctant to participate in music opportunities, trips and visits out of school or residential/D of E experiences.</p> | <p>Ensure students are supported and encouraged by key worker and other learning mentors.</p> <p>Families to be fully aware of experiences so support and encouragement from home can be given.</p> <p>Social stories to be produced in advance to support understanding, explain and answer any questions about the experience to reduce anxieties.</p> |