

Pupil premium strategy statement – Churchill Special Free School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 – 2025/26
Date this statement was published	November 24
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Komodromos
Pupil premium lead	Matt Benson
Governor / Trustee lead	Becky Poynter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,305
Recovery premium funding allocation this academic year	n/a
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,305

Part A: Pupil premium strategy plan

Statement of intent

At Churchill Special School our aim is to provide an inspirational and inclusive learning environment that enables our disadvantaged pupils to achieve in line with our non-disadvantaged pupils. We target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens ready to thrive in later life and make a positive contribution to society.

Our ultimate aim is that no pupil is left behind socially or academically due to disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing the barriers to learning so that excellence can be achieved. We want a climate that does not limit a pupil's potential in any way.

During the period of this strategy, we focus on the key challenges that prevent our disadvantaged pupils from attaining well; low self-esteem, language development, independent thinking, aspiration, social interaction and developing reading.

Leaders also use the funding to create opportunities for pupils to develop our school values of responsibility, resilience, respect, courage and compassion. We use the funding to build all these qualities through quality targeted and bespoke pastoral care for our pupils.

We aim to continue to use pupil premium funding to counter disadvantage and to ensure greater equity by continuing to take our three-tiered approach:

1. High quality teaching.
2. Developing an intervention ethos within the school
3. Wider strategies to support the whole child.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments, discussions and observations have identified social and emotional/self confidence issues for many of our disadvantaged students
2	Our pupil struggle to develop an understanding of independent learning strategies that are taught explicitly within subjects. Applying them to a range of situations including exams are a challenge for all of our students. This is evidenced through annual review meetings and data from assessments against their work in class
3	Our discussions with pupils show low self esteem and that they need to become more aspirational and self-confident in their own ability within school and what they can achieve in the future. This also included ensuring that outstanding behaviour is seen across the school
4	Internal (KS3/4 Exams) and External data (KS2 2023 SAT Scores) show that our students are low in reading compared to national standards. 43% of students scoring 100 or more in reading/grammar compared to 72% national. This is in comparison with mathematics where 71% of students scored 100 or more compared to a national figure of 73%
5	Due to their complex needs our students find social interactions outside of school a huge challenge and this has led to huge issues with communication with peers and staff

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>All students to leave Churchill Free Special School as readers</i>	Star Reader show that the pupils are achieving against the age-related expectations and that the gap is closing between their current standardised score and their future standardised score for all students within the school. Reading for pleasure and for academic learning is high of the agenda for all students and is facilitated by Reading Ambassadors across all the year groups. Specified reading interventions are put in place to ensure that all students achieve a reading age enabling them to access GCSE examination content and future life skills
Pupils have literacy and numeracy skills which enable them to access the whole curriculum	Standardised scores in Key Stage 2 assessments and Internal Key Stage 3 assessments are in line for disadvantaged pupils as with our non-disadvantaged pupils

Pupils to be self-confident in new situations and be able to 'risk take' to develop their confidence in their own abilities	Participation from pupils in our activity's days – these involve the pupils challenging themselves in unknown situations and testing what they are able to do within the safe space of school. This builds up their resilience and also their self-belief in their own abilities.
Pupils who are able to apply their knowledge in different situations – building up their long-term memory of knowledge and skills that they have.	Development of recall and retrieve skills across all learning opportunities to enable greater confidence in knowledge application.
Personal Development Curriculum to be enhanced for all students	Enabling all students to get a minimum number of experiences across different learning opportunities and participate in competition with other schools and off school activities such as trips to football stadiums and Duke of Edinburgh certification.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [6,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of recall and retrieval strategies within the classroom across all subjects including professional development of teachers and teaching methodology</i>	Our students struggle with recall of information and having appropriate strategies in place to decipher large amounts of GCSE knowledge. With development of teaching practice to ensure that retrieval, spaced practice and feedback strategies are in place in all lesson will increase the confidence of students and develop their knowledge application. Feedback EEF (educationendowmentfoundation.org.uk)	2
<i>Continual use of STAR reader/maths program</i>	Continual diagnosis of reading and maths scores enables effective interventions to be put in place as soon as possible and track outcomes of these interventions and possible next steps.	2

<i>Development of new GCSE Qualification in Physical Education</i>	The new GCSE course of Physical Education will enhance the connections within Physics and Biology curriculum alongside increasing the amount of fitness within the students. This will include CPD for teachers and resources for lessons	2, 3 and 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [4000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further development of Reading Ambassadors program across the school & development of TTRP (Tutor Time Reading programme) across Key Stage 3 and 4</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies have shown an increase of 6 months on academic progress and the development of reading as a life skills and study skill will enhance self-motivation and access to a wide back of knowledge	2, 4
<i>Development of structured homework for Key Stage 4 classes in English, Maths and Science</i>	Homework EEF (educationendowmentfoundation.org.uk) Homework strategies have shown an increase of up to 5 months on academic progress and with the needs of our students an introduction to structured homework in order to solidify and recall knowledge will enable greater confidence in knowledge	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [12305]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued development and embedding of TPP (Trauma Perceptive Practice) across the school. Extended to</i>	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions are shown on the EEF Teaching and Learning Framework as making up to +4 months impact as they reduce overall disruption and provide tailored support where needed	3

<i>plan to work with supporting families.</i>		
<p><i>Continued enhancement of Personal Development curriculum (to include the development of the Silver DofE award and introduction of “Young Dukes” for KS2/KS3 pupils.</i></p> <p><i>Commitment to 12 educational/personal development experiences across the school year</i></p>	<p>Due to the needs of our students, there is an urgent need to develop their social and life skills to enable them to become self-regulated whole pupils in readiness for their journey onto the next stage of their education.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Self-regulation strategies show an increase of 7 months on academic progress</p>	<p>1, 3, 5</p>

Total budgeted cost: £ [22305]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Data: (2 students)

50% of these students made above national outcomes in Grammar, Reading and Writing.

Reading strategies and Maths interventions will continue within Key Stage 2 and beyond to increase the outcomes to close the gaps with national expectations.

GCSE Data: (2 students)

50% of the students achieved 100% passes at 4 and 86% of their passes at 5. The remaining 50% achieved passes in all 7 subjects entered for including a 5 in Art (14%, 4 and above).

Feedback

Development on teaching strategies and methodology for retrieval and spaced practice continues and impact is being noted in external expectations and internal observation, Further development and embedding is needed this academic year to see its overall impact on results.

Interventions

The school has looked at the interventions run this year and has developed the whole school culture around academic and therapeutic interventions to encompass more first quality teaching and development of reading strategies across the school. The benefits of the TPP approach aligned with continuing high levels of therapeutic input will continue to create a holistic approach to academic and personal development.

Enrichment and High-End experiences

There is a continuation of the Personal Development Curriculum at KS3 & KS4. A new leader is now in place within the school to refresh and extend this vital part of the school offer. Outside learning experiences are being developed in greater depth and the extension of the Duke of Edinburgh offer at both KS4 and KS2/3 is continuing apace.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

All families with pupils in receipt of Pupil Premium were allocated a pot containing £100. Funds allocated could be spent in a number of ways including breakfast club, break time snacks, milk, uniform, school photographs, school trips to fund extra-curricular activities such as clubs run by external providers or theatre trips.

Pots have been spent across the range of areas with older pupils being able to take responsibility for their allocation and using it as required for example to purchase additional ingredients for GCSE Food & Nutrition practical exams. In 2023/24 the pot was most frequently used to purchase uniform, breaktime snacks, milk and to fund school trips to the Suffolk Skills Show and a Geography field trip.