# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | The Meadows School |
| Number of pupils in school | 131 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Chris Best |
| Pupil premium lead | Melanie Williams |
| Governor / Trustee lead | Angela Whitfield |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £32085 |
| Recovery premium funding allocation this academic year | £53544 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £2886471 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At The Meadows School all the students have an Education, Health and Care Plan. For students with special educational needs deprivation is likely to be part of the broader context for many of the school’s families. Therefore, the Pupil Premium is used to help students and their families to overcome the dual barriers of special educational needs and socio-economic disadvantage.  As a school we aim that all our students, irrespective of background and barriers to learning, become happy, healthy adults who contribute to society.  We believe that good teaching and feel safe and secure in your environment are the most important aspects to improving outcomes for our students. Using the pupil premium funding to improve the quality of teaching and the quality of teaching resources benefits all our students and has a particularly positive effect on the students eligible for pupil premium.  Using the pupil premium to support the students’ mental health and wellbeing is also important for us as a school. The family support team and other trained staff are able to support students in a small group or 1:2:1 to enable them to feel safe and secure. This alongside quality teaching will have a beneficial effect to the students. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low levels of basic skills in English and Maths. |
| 2 | Communication difficulties |
| 3 | Access to mental health support. |
| 4 | Attendance and support for families. |
| 5 |  |

## 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.

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| Intended outcome | Success criteria |
| To improve English and particularly reading in students eligible for pupil premium. | All students will make good or better progress in English and reading. |
| To improve communication skills which includes expressive and receptive communication along with the social use of communication. | Students are able to communicate within the school community and beyond. |
| To feel safe and secure within the school environment and beyond. | Students are more aware of their emotions and feelings resulting in fewer incidents of challenging behaviour. |
| To engage families and encourage them to support their children to attend school every day to receive an education. | Students are in school regularly and learning. |

## 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: £ 17*000 per year*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To embed the ‘Accelerated Reader’ programme into school which will be a whole school approach and improves quality first teaching. | Best Literacy App 2021 app.  Students like to engage with technology while learning. | 1. |
| To introduce the ‘Read, Write Inc’ programme into school as a whole school approach to support phonics and spellings. This includes training for all teaching staff. | EEF – Independent evaluation of read, write inc | 1. |
| To complete the ‘Dyslexia friendly status’ which includes staff training to improve quality first teaching. | Strategies which support dyslexic students often result in good practice for everyone. – British Dyslexia Association. | 1 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *26000 per year*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To support students reading by engaging with an individualised reading programme every day in school. | Making best use of teaching assistants – EEF guidance | 1 |
| Support student’s communication skills by buying in an independent speech therapist to work with small groups of targeted students, who then feeds back to the class staff which supports their communication in all areas. | Speech therapy has a significant positive effect on children and adults. Evidence shows it’s an effective method for helping children and adults to develop their communication skills. | 2 |
| To support student’s communication skills within small groups by completed targeted support by a trained TA. These include but aren’t limited to Talking partners, Lego Therapy and SULP. | Making best use of teaching assistants – EEF guidance. | 2 |
| To encourage complex needs students to communicate using their preferred method by using a motivating sensory activity – music therapy. | Journal of music therapy – MMR Perry | 2 |

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

Budgeted cost: £ *43000 per year*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To support student’s mental health, wellbeing and physical fitness by engaging with outdoor education. | EEF – outdoor education learning  Limited evidence but what there is does show positive impact | 3 |
| To support the student’s emotional wellbeing within small groups by engaging with a nurture group with 2 trained TA’s. | Making best use of teaching assistants – EEF guidance | 3 |
| To support the student’s emotional wellbeing within small groups by engaging with the ELSA programme with a trained TA. | Making best use of teaching assistants – EEF guidance | 3 |
| The family support team will engage families and encourage them to support their children. This includes encouraging them to attend school every day to get their education. | EEF – There is good evidence that parental engagement is important for learning outcomes. | 4 |

**Total budgeted cost: £86,000 per year**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 and 2022 to 2023 academic year.

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| During the 2020-2021 year there was disruption to learning due to the pandemic and lockdowns. Some of the students continued to attend as key worker children / most vulnerable and the majority of students at home engaged with the online learning at differing levels.  The English leader in school has implemented the use of ‘Accelerated Reader’ in school and all teaching staff received training to support reading and the use of the software. The students like using ‘MyOn’ for reading books as it is technology based.  A TA has been trained to start implementing ELSA interventions in school. 2 TA’s have been trained in Nurture and have started to implement a nurture group in school. These will both support students with mental health and wellbeing.  During the 2021-2022 year the attendance in school was lower than pre-pandemic levels but higher than the previous year. The school is committed to raising attendance further back to pre-pandemic levels.  Academic progress in English has improved in pupil premium students. Students achieving good or better has increased from 83% in 20-21 to 94% in 21-22. We want to continue with this improvement and so we will continue to focus on English over the next year. The Maths data shows that the pupil premium students achieve at similar levels to non-pupil premium (94%).  The family support team are supporting a large number of the families who are in receipt of pupil premium with Social, emotional and mental health concerns as well as encouraging continued high attendance at school. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Speech and Language Therapy | Speak Write – Debbie Wilshaw |
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