

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Meadows School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Ed Reilly Principal
Pupil premium lead	Xavier Azzopardi
Governor / Trustee lead	Priscilla Hother

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35560 (ESFA year)
Recovery premium funding allocation this academic year	£8989 (ESFA year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31409 (financial year)
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	£75958

Part A: Pupil premium strategy plan

Statement of intent

Our core aims are to engage and work with pupils who can benefit from the Meadows School environment, to enrich their lives with new and rewarding experiences, and to empower our pupils to make choices and have opportunities in their lives beyond school.

Our objective is to use pupil premium funding to achieve and sustain positive outcomes for our pupils, who all have Education, Health and Care Plans (EHCPs). As there is a very wide range of learning and mental health conditions, then access to quality of education is dependent on a number of factors.

The key principles of our strategy plan are concerned with:

- further developing an enhanced, trauma-informed practice among staff, where relevant professional development creates the right conditions to support our pupils to progress emotionally and academically
- enabling the pupils to recognise how to regulate emotions so that they are more able to access their academic learning or accept support to do so
- providing the right kind of resources that help to fulfil the EHCP targets for individuals

The current pupil premium strategy plan is directed at developing:

- A more robust and fitting phonics programme, literacy and English programme that includes expansion and professional development of the English Department.
- Sensory needs strategies so that efficient learning can take place through better control of emotional self-regulation by the pupils.
- Strategic opportunities for more vocational training and qualifications that reflect the learning strengths of many of individual pupils that can be capitalised upon in the next stage of their education or careers.
- An enrichment curriculum that develops the skills, resilience, confidence, independence and strength of character that can then be redirected into other areas of their learning, including those providing nationally recognised, accredited outcomes.
- The consolidation and expansion of blended learning. In addition to conditions created by the pandemic, pupils who have struggled or failed to cope with a conventional mainstream educational set-up require the support of a multi-media approach. The development of a transparent system giving access to pupils and parents or carers with streaming lessons, online links via pupil laptops, banks of

recorded resources or curriculum files are to be complemented by further professional training for all child-facing staff.

Challenges

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

Challenge number	Detail of challenge
1	Our reviews and assessments of the increasingly complex needs of our pupils have shown that a more robust system of phonics is required to fill in the gaps of pupils with very depressed literacy levels. There is a need to identify and develop a new systematic, synthetic, phonics programme that is appropriate for the wide level of complexity and ability of Meadows School's pupils.
2	Our whole school self-evaluations, assessments and current outcomes for pupils have identified the need to deliver a coherent, holistic strategy for the English curriculum that includes relevant CPD training for English department and education staff.
3	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic to a greater extent than for other pupils in mainstream education. These findings are backed up by several national studies. To rebalance that disadvantage Meadows School would like to ensure that all pupils can develop a range of personal skills and have access to vocational educational opportunities, for supporting readiness for the next phase of education, training or employment.
4	Research by the Well-being Team, our assessments and observations by multi agencies involved with the school and the pupils' EHCPs and their regular reviews, have identified the need to enhance physical and sensory needs strategies across the school, including access to resources that support emotional self-regulation for pupils.
5	Our assessments, research and discussions with pupils, parents and multi agencies such as Virtual Schools and Social Services have identified the need to enhance and develop blended learning techniques that improve pupils' motivation and ownership of their own learning. Following the impact of the pandemic on the pupils and their families, there is the need to ensure that they are multi-media literate, having a greater access to the curriculum, in particular to English, Maths and Science. Developing a greater understanding and operating experience of the technology already used by staff, pupils and parents and carers will be instrumental in redefining a bespoke timetable for each young person at Meadows.

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>Modernised, systematic, synthetic phonics programme in operation through Key Stage 2, 3 and 4</i>	<p>English department leading implementation of programme throughout the school.</p> <p>All education staff to have up-to-date training that is being put into practice across subjects with relevant pupils.</p> <p>Age and ability-appropriate resources in use with all pupils in the programme</p> <p>Record of individuals' progress through the phonics programme</p>
<i>CPD for English Team and HoD on new assessment framework for foundation curriculum in reading and writing</i>	<p>Baselined new pupils with reading tests (SSRT & ART) to assess reading ages and then repeated 6 monthly</p> <p>Data tracked on reading ages spreadsheet</p> <p>Online courses for staff purchased, completed and cascaded down to other education staff through INSET</p> <p>Recorded lesson observations of new staff learning from teachers already implementing the new curriculum</p> <p>Individual pupil EHCP targets relating to English or literacy met after each Key Stage</p>
<i>Suitable range of relevant vocational courses available to match the bespoke timetables of Meadows School's pupils.</i>	<p>Improved attendance by pupils on courses</p> <p>Accredited outcomes with vocational qualifications achieved by those who complete appropriate courses</p> <p>Improved skills transferred to other areas of curriculum, with evidence shown in EHCP annual reviews, as well as qualifying for enrolment on other vocational courses</p> <p>CPD for FSA Endorsed Forest School Trainers qualifications at leader and assistant level for both staff and pupils. Establishment of in-house forest school on site</p>
<i>Sensory needs strategies embedded within professional development through Therapeutic Crisis Intervention (TCI), Occupational Therapy (OT), Zones of Regulation and other programmes offered by the educational psychology services within the school</i>	<p>Ongoing training for each key-stage in the 7th edition updates with a trauma informed focus</p> <p>TCI leads attend training to facilitate invites for refresher training</p> <p>Occupational Therapy training taken by staff offering Sensory Circuits and Rebound therapy trampoline programmes to pupils</p> <p>Zones of Regulation boards created by staff in every classroom</p>
<i>Sensory Needs strategies improving general well-being, as well as overall time in lessons and attainment of lesson objectives</i>	<p>Construction of trim trail and outdoor gym for use at beginning or end of lessons.</p>

	<p>Sensory Circuits programmes timetabled for all pupils with very poor emotional self-regulation</p> <p>Recorded improvement of motor skills, co-ordination and balance from above programmes</p> <p>Meeting of EHCP targets on personal development, communication and interaction, sensory or physical, cognition and learning or social emotional and mental health</p> <p>Improvement over 3 years in attendance figures of time spent in lessons, as well as overall attainment and behaviour points for lessons</p> <p>Reduction in number of recorded behavioural incidents over 3 years</p>
<i>Blended learning and IT provision individualised and embedded into learning styles of each pupil</i>	<p>Pupils each have their own laptops, kept updated and fully working in partnership with the school</p> <p>Individual provision includes shared files of online streaming lessons and virtual lessons for those on bespoke timetables</p> <p>Touch typing courses accessed by pupils working in class and at home with recorded progress</p> <p>Phonics, literacy and numeracy software accessed with a record of achievements from individual log-ins</p>
<i>Blended and remote learning training for all child-facing staff so that clear support available in school and virtual lessons</i>	<p>INSET in-house training on accessing school systems and pupil software including MS Teams, for all education staff, evidenced on subject development plans and staff professional development reviews</p> <p>Full remote learning plans built in to Schemes of Work for subjects</p> <p>Subject resources files on school software systems in shared access areas for staff, pupils, parents and carers</p>
<i>Pupils can successfully use all major software programmes that give them access to school shared files for all subjects, virtual online lessons, individual academic files and assessments</i>	<p>Pupils maintain their laptops in good order and can administer own software updates</p> <p>Individuals have generic order and organisation of subject files</p> <p>Lesson observation evidence of blended learning within classroom and virtually with home lessons for those on bespoke timetables</p> <p>Class digital notebooks available and in use for all pupils and in their files</p> <p>Shared use of Interactive whiteboards by staff and pupils in observed lessons</p>

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of synthetic phonics programme in KS2 3 and 4</i>	<p>Evidence That Systematic Phonics Is More Effective Than Alternative Methods of Reading Instruction: https://link.springer.com/article/10.1007/s10648-019-09515-y</p> <p>A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to pupils with intellectual disability: https://www.sciencedirect.com/science/article/pii/S1747938X18301660</p> <p>Predictors of decoding for children with autism spectrum disorder in comparison to their peers: https://www.sciencedirect.com/science/article/abs/pii/S1750946717300351</p>	1
<i>CPD for English Team and HoD on new assessment framework for foundation curriculum in reading and writing</i>	<p>Effectiveness of continuing professional development training of welfare professionals on outcomes for children and young people: https://onlinelibrary.wiley.com/doi/10.1002/cl2.1060</p> <p>Why assessment training may be the most valuable CPD for your staff: https://www.cambridgeassessment.org.uk/blogs/why-assessment-training-may-be-the-most-valuable-cpd-for-your-staff/</p> <p>Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2
<i>Selection of suitable range of relevant vocational courses to match the bespoke</i>	<p>Quality interventions for SEMH: what resources are available for schools? :</p>	3

<p><i>timetables of Meadows pupils</i></p> <p><i>Purchase of resources for Science practical experiments</i></p>	<p>https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools</p> <p>Good practical Science report by The Gatsby Foundation : www.gatsby.org.uk/GoodPracticalScience</p> <p>Science practical work and its impact on pupils' science achievement : https://www.jotse.org/index.php/jotse/article/view/888</p>	
<p><i>Ongoing training for each key-stage in the 7th edition updates with a trauma informed focus</i></p>	<p>Therapeutic Crisis Intervention for schools: https://rccp.cornell.edu/TCI_LevelOne.html</p> <p>Therapeutic Crisis Intervention in Schools (TCI-S): An international exploration of a therapeutic framework to reduce critical incidents and improve teacher and pupil emotional competence in schools: https://www.cambridge.org/core/journals/journal-of-psychologists-and-counsellors-in-schools/article/abs/therapeutic-crisis-intervention-in-schools-tcis-an-international-exploration-of-a-therapeutic-framework-to-reduce-critical-incidents-and-improve-teacher-and-pupil-emotional-competence-in-schools/D5355B7BC7A7D4E45E695DE8763E4317</p>	4
<p><i>Executive functioning CPD for staff when dealing with ADHD and ASD pupils</i></p>	<p>Neuropsychological Evaluation of Deficits in Executive Functioning for ADHD Children With or Without Learning Disabilities: https://www.tandfonline.com/doi/pdf/10.1207/S15326942DN2202_5?needAccess=true</p>	3, 4
<p><i>Sensory needs strategies embedded within professional development training throughout the school</i></p>	<p>Toolkit of evidence based interventions to promote inclusion of children with SEMH needs: https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf</p>	4
<p><i>Pupils using all major software programmes that give them access to school shared files</i></p>	<p>Using Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital#closeSignup</p>	5

<i>for all subjects, virtual online lessons, individual academic files and assessments</i>		
<i>Blended and remote learning training for all child-facing staff so that clear support available in school and virtual lessons</i>	<p>Blended learning effectiveness https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0043-4</p> <p>Using Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Remote Education Research: https://www.gov.uk/government/publications/remote-education-research/remote-education-research</p>	5

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one sensory circuits emotional regulation and sensory training for pupils, including bespoke equipment</i>	<p>Sensory Integration in Autism Spectrum Disorders: https://www.autism.org/sensory-integration/</p>	3, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Construction of outdoor gym and trim</i>	Maintained Special Schools for Children with Social Emotional and Mental Health Needs and their Work with Parents:	3, 4

<p><i>trail in school grounds</i></p>	<p>https://ore.exeter.ac.uk/repository/handle/10871/39553</p> <p>An activity theory analysis of the transition process into further education for young people with social emotional and mental health needs: https://etheses.bham.ac.uk/id/eprint/7767/</p> <p>Berwid, O. G., and J. M. Halperin. 2012. "Emerging Support for a Role of Exercise in Attention-Deficit/Hyperactivity Disorder Intervention Planning." <i>Current Psychiatry Reports</i> 14 (5): 543–551. doi:10.1007/s11920-012-0297-4. [Crossref], [PubMed], [Web of Science ®], [Google Scholar]</p> <p>Keeping Our Difficult Kids in School: The Impact of the Use of the 'Boxall Profile' on the Transition and Integration of Behaviourally - Disordered Pupils: https://files.eric.ed.gov/fulltext/EJ1240596.pdf</p> <p>Borders, C., S. J. Bock, and N. Michalak. 2012. "Differentiated Instruction for Pupils with Emotional and Behavioral Disorders." Chap. 9, Vol. 22 in <i>Behavioural Disorders: Identification, Assessment, and Instruction of Pupils with EBD (Advances in Special Education)</i>, edited by Jeffrey P. Bakken, Festus E. Obiakor, and Antony F. Rotator, 203-219. Emerald Group Publishing Limited. [Crossref], [Google Scholar]</p>	
<p><i>Pupils' Improved personal skills transferred from enrichment and vocational to other areas of curriculum</i></p>	<p>Inclusive Quality Education for Children with Disabilities: https://www.researchgate.net/profile/Nidhi-Singal/publication/321213728_Inclusive_Quality_Education_for_Children_with_Disabilities/links/5a154a1845851500521329e4/Inclusive-Quality-Education-for-Children-with-Disabilities.pdf</p> <p>Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</p> <p>The impact of non-cognitive skills n on outcomes for young people: https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf</p>	<p>3</p>
<p><i>Rebound therapy on trampoline Occupational Therapy</i></p>	<p>A report on Rebound Therapy's usefulness with Children with Disabilities: https://www.reboundtherapy.org/edu/root/rebound%20therapy%20study%20and%20research/RT_usefulness_with_disabled_children_Tom_Sanderson.pdf</p>	<p>4</p>

<i>training taken by staff offering Sensory Circuits and Rebound therapy trampoline programmes to pupils</i>	<p>The effect of 8 week Rebound therapy training on static and dynamic balance and strengths of lower extremity in Attention Deficit / Hyperactivity Disorder children: https://rsr.basu.ac.ir/article_2724_en.html?lang=en</p> <p>Children with Autism providing a Knowledge Base for Educational and Therapeutic Product Design: https://www.researchgate.net/profile/Sevi-Merter/publication/305704161_CHILDREN_WITH_AUTISM_PROVIDING_A_KNOWLEDGE_BASE_FOR_EDUCATIONAL_AND_THERAPEUTIC_PRODUCT_DESIGN/links/59fad9abaca272026fd9c3/CHILDREN-WITH-AUTISM-PROVIDING-A-KNOWLEDGE-BASE-FOR-EDUCATIONAL-AND-THERAPEUTIC-PRODUCT-DESIGN.pdf</p>	
<i>Pupils' Improved personal skills transferred from enrichment and vocational to other areas of curriculum</i>	<p>Inclusive Quality Education for Children with Disabilities: https://www.researchgate.net/profile/Nidhi-Singal/publication/321213728_Inclusive_Quality_Education_for_Children_with_Disabilities/links/5a154a1845851500521329e4/Inclusive-Quality-Education-for-Children-with-Disabilities.pdf</p> <p>Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</p> <p>The impact of non-cognitive skills on outcomes for young people: https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf</p>	3
<i>Equine therapy courses for pupils</i>	<p>Hippotherapy for Autism Spectrum Disorders: https://www.autism.org/webinars/hippotherapy/</p>	3

Total budgeted cost: £ 60,000

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 2020 to 2021 academic year.

The previous strategy plan was not subject to the same criteria as this year. However, standard baseline testing on new pupils in literacy, numeracy, phonics continued to be used to compare against recorded data on pupils' EHCPs. Assessments took place with targeted pupils in Speech and Language Therapy. Clinical assessments took place for individuals which have then led to changes in teaching and learning strategies, informed practice and staff future training. GCSEs were achieved in Maths, Art, Physics, Biology and Double Science. ELCs in English, History and Computer Science. BTECs were achieved in Home Cooking Skills, Work Skills and Vocational Studies. In addition A levels were achieved by selected pupils, making it historically one of the most successful years if measured by academic outcomes, at Meadows.

Regardless of the lockdown measures during last academic year, some nationally accredited examinations were taken by pupils, as seen above. Outcomes were broadly similar to 2019-2020 but with higher participation and achievement levels. This is due to the development of live streaming lessons, availability of online resources and to the fact that the school was open, including during holiday time, for the past two years. Many of our pupils are both safer and more likely to progress academically with the benefit of support staff at hand. It is also due (although awaiting empirical data) to the expansion of well-being services and the beginnings of change to the curriculum so that emotional regulation and sensory needs supported all aspects of education.

More time was spent dealing with emotional support both for pupils and families, as well as for staff. This included many more on-site activities and the development of an enrichment curriculum to support pupils' access to the school day. This helped to stabilise and regulate the emotional development of individual pupils, who did make progress, including nationally accredited outcomes in Science and Maths. This has led to the introduction of a permanent enrichment curriculum in the afternoons so that academic sessions are more focused. There will be data to show if this change has had an impact in the coming three years.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Sensory equipment and resources iPads for support staff Outdoor activity equipment such as bicycles Phonics and language resources and training Reading and writing support resources Other CPD for staff on therapeutic crisis intervention, remote learning.
What was the impact of that spending on service pupil premium eligible pupils?	Increased engagement and ability to break up lessons into smaller, more accessible chunks, dividing them into sensory, academic and emotional regulation activities. Data shows reduction in overall time out for pupils from lessons

Further information (optional)

Meadows School is a non-maintained Special Educational Needs School (designation SEMH – Social, Emotional and Mental Health difficulties) where all pupils have Education Health and Care Plans. We use a trauma-informed approach as many of the pupils are very vulnerable and in difficult or complex family situations. There is a wide variety of diagnoses with nearly all pupils having a number of conditions ranging from learning needs to social, emotional and mental health. Pupils have often had fragmented educational experiences prior to their arrival at the school and present often with depressed academic levels and gaps in their previous learning. There can be reluctance to engage, limited self-confidence and other barriers which must be overcome to enable pupils to access the many varied opportunities the school provides.

Reflection on the changing needs of pupils referred to Meadows School have led to a re-evaluation of the most effective way to support behavioural and emotional stability and change. Progress in this area will create a sounder environment for academic achievement and pathways to further education, training or employment. This evaluation has been led by the Senior Leadership Team and spearheaded by our Clinical Psychologist and the Well-being Team. It forms an integral part of the School Development Plan.