

Pupil premium strategy statement – Meadows School

This statement details our school's use of pupil 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	59
Proportion (%) of pupil premium eligible pupils	46% 27/59 pupils
Academic year/years that our current pupil premium strategy plan covers	Years 3-14
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Ed Reilly, Principal
Pupil premium lead	Xavier Azzopardi
Governor / Trustee lead	Jane Court

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15945
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£ 15945

Part A: Pupil premium strategy plan

Statement of intent

Our core aims are to engage and work with students who can benefit from the Meadows School environment, to enrich their lives with new and rewarding experiences, and to empower our students 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).

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:

- The continuing implementation and development of a systematic synthetic phonics programme, including the training of staff to deliver this.
- The support and promotion of high-quality teaching and learning through the modernisation of a more interactive, more flexible, class-based IT system.
- Supporting the quality of teaching and learning by having the right support materials to implement Rosenshine-based principles in lessons.

Challenges

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

Challenge number	Detail of challenge
1	The complex needs of our service users have shown that the continuing development of our robust system of phonics is still required to fill in the gaps of pupils with very depressed literacy levels. A rolling programme is maintained so that the most needy pupils are identified and given bespoke services until they have met their phonics targets.

2	Parent-school relationships have recognised the gap between home, phone-based culture and the needs for pupils to understand the significance of being comfortable with other IT-based systems as part of getting ready for future training, careers and life after school. Breaking down this barrier by increased exposure to basic IT functions is a prerequisite to improving the pupils' access to their learning and to developing personal skills.
3	Our assessments and observations show that although barriers to learning and academic ability vary, most pupils start at Meadows with a lower reading age compared to their mainstream peers. To embed the English curriculum across all subjects requires a number of structured approaches and additional support to raise the literacy level.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop the self-confidence and social skills that come through participation in physical activities. Along with sensory circuit training, PE and outdoor learning offer a regular period of emotional regulation which can help pupils to then access other learning areas.

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
Improved attainment for disadvantaged pupils in all subjects, notably English, relative to their starting points as identified through baseline assessments.	Increase in percentage of pupils able to improve independent writing scores via termly summative assessment.
Pupils who have very depressed literacy levels are able to access phonics intervention to reduce the disparity between them and their peers.	Enhanced literacy levels via ongoing phonics assessments. Improvement in Reading Age.
Pupils can use a range of communication systems to aid their understanding and to develop communication skills, using IT-based media to access school subjects, communicate and prepare for further education, employment and training.	Pupils are able to engage in whole class activities using whiteboards, access and use their school email address to communicate about their work and use basic Office and internet search programmes to support their learning.
Improved sensory regulation and participation in physical activities. Enhanced access to the well-being department, utilising the sensory specialist.	Higher points totals and less time out for students in PE lessons. Greater willingness to participate in whole school activities such as inter-house competitions. High participation levels of pupils selected to take part in regular sensory circuits programmes.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc whole-school training in English curriculum including shareable resources for pupils</i>	Training targeted at creating a uniform approach to learning Early Reading, using the same scheme as a thread throughout the key stages, giving crucial continuity to both disadvantaged students and to staff that deliver or support this approach.	1, 2, 3
<i>Ruth Miskin Renewal Subscription package including Phonics Training. One Whole-School Phonics Training Session.</i>	Evidence That Systematic Phonics Is More Effective Than Alternative Methods of Reading Instruction: https://link.springer.com/article/10.1007/s10648-019-09515-y A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to students with intellectual disability: https://www.sciencedirect.com/science/article/pii/S1747938X18301660	1
<i>P.E. Interactive and adaptable Scheme of Work, for new unqualified teacher to deliver PE curriculum.</i>	EEF Effective Professional Development Planning Professional Development – To help develop teaching techniques and Embed Practice https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/Planning-professional-development.pdf?v=1730998464	4

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

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced sensory regulation equipment and scaffolding support in English lessons for PP pupils with enhanced sensory needs.</i>	<p>We have observed that sensory equipment and resources such as lap pads and proprioceptive equipment is effective at providing support for our pupils with sensory needs. Kinaesthetic support tools in lessons also show increased access by many young people with SEMH needs.</p> <p>Providing models, guiding student practice and providing scaffolds for difficult tasks are essential in organising effective instructional procedures. See: Principles of Instruction – Barak Rosenshine https://www.aft.org/sites/default/files/Rosenshine.pdf</p>	3
<i>Additional resources for ICT to assist in exposing and acclimatising pupils to ICT systems so that with further support they can build on skills for further training and career opportunities after school.</i>	<p>Using Digital Technology to Improve Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>This is a crucial tool to support teaching with SEND pupils, supporting literacy as well helping to deliver the curriculum in most subject areas.</p> <p>‘Explanations and modelling are elements of effective teaching.’ ‘Technology can increase the quality and quantity of pupils’ practice to improve fluency or retention of information.’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	2, 3
<i>One to one Phonics support with trained Phonics staff, for pupils most delayed in early reading.</i>	<p>EEF Teaching and Learning Toolkit – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being informed practice to support emotional regulation and development of pupils.	EEF Teaching and Learning Toolkit – Physical Activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity The influence of PE Teaching on Students’ Psychological Emotional Regulation https://hrcak.srce.hr/file/409338	4
<i>Inclusion of outdoor learning as part of the Enrichment curriculum.</i>	EEF Teaching and Learning Toolkit – Physical Activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF / Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £ 15500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year. 16/19 or 84% of Years KS3-4, and 11/17 or 64% of Key Stage 5 achieved an accredited qualification. These ranged from Entry Level Certificates and Functional Skills in Maths, English and Science, to BTECs in Cookery and Sports and GCSEs in Science, Maths and English, as well as one AS Level in Art.

At the start of the three year cycle , 41%, or 40 / 98 exams of all types including functional skills were passed. That figure has slowly climbed to the data presented above for 2023-24. However it must be taken into account that the calibre and abilities of individuals ranged widely over that period, as was the number on roll. This makes it challenging to draw full or meaningful conclusions based on exam results.

Observations and anecdotal evidence taken from reports by wellbeing team show that there have been improvements in proprioceptive skills by those pupils who receive interventions such as sensory circuits. There has also been an improved connection with emotional regulation strategies as a consequence of well-being interventions, classroom training and teaching and whole school trauma-informed strategies. As there is currently a lack of PP funding to cover the part-time sensory circuits therapist, and there is a need to continue the service, her salary is now being met by another fund within the school.

Evidence for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical areas lie in annual reviews of individual Education Health and Care Plans, which measure progress towards the targets that are set and evaluated - these are unique to each learner.

The ICT programme aimed at improving explanations, modelling teaching and improved exposure to and application of IT systems for learners, was delayed by budget constraints as numbers on roll fell. The final £24,000 of required resources will therefore be phased in over the next two years. Although there has been evidence via lesson observations of the successful use of ICT in lessons, including whole class activities (which can be challenging with disadvantaged pupils) a programme is scheduled this year for in-house sharing of good practice to further improve the skills of teachers in this area.

In terms of Phonics interventions to improve foundations of literacy, there have now been 17 successful completions of the phonics programme by pupils. This plan is ongoing and will be continued as new pupils arrive in school with depressed literacy levels.

There are currently 3 pupils on the Read Write Inc programme for Key Stage 2 and 4 pupils for Key Stage 4. Further training is scheduled this year for all pupil-facing staff, to embed a consistent approach towards a systematic synthetic phonics programme.

The Head of English was appointed in Easter 2022 to deliver a new aligned strategy for early reading and English across the school:

-Continuity and uniformity of approach from Key Stage 2 to Key Stage 4 based on the Jane Considine Writing Unit Plans - 'The Write Stuff', transforming writing through a system of teaching and learning of writing.

-The underpinning philosophy through training and implementation of Rosenshine's Key Principles of Instruction.

-A Systematic synthetic phonics programme (Read Write Inc.).

As the Head of English left in July 2024, the Head of Education and Head of Teaching & Learning have supported strategic planning, training, teaching and implementation of the Jane Considine structural framework.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium funds. These will include:

-A programme of INSET CPDL for staff that focuses on trauma-informed strategies, Therapeutic Crisis Intervention, emotional self-regulation strategies, Rosenshine principles of teaching.

-Working in partnership with local colleges in Key Stages 4 and 5 to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.

-Arranging work-based learning that enables pupils to have first-hand experience of employment, such as apprenticeships and traineeships. This includes finding opportunities within the school for work experience events. Plans this year will involve setting up a Café, with IT systems, invoicing and profit/loss spreadsheets as part of a module within a Catering qualification.

Planning, Implementation and Evaluation

The previous pupil premium funding plan was spread over three years, currently the school has chosen to review and re-set the pupil premium strategy statement annually until there is more stability to allow for long term strategic planning.

The process of converting pupil referrals to places in the school has been affected by local authority cutbacks, as well as increased competition within the special needs sector - as many new special schools are either revitalised or created by large organisations looking to expand their asset portfolios.

With a desire to create a more effective practice and coherent approach in every subject area, senior leadership have led by a programme of subject monitoring: guided learning walks, observations, book and assessment scrutiny. This process has been supported by the school governors, who take an active role in the school development and subject development plans.