

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	64
Proportion (%) of pupil premium eligible pupils	63% 40/64
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
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	£17,260
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,674
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	£27,934

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 all our pupils, who all have Education, Health and Care Plans (EHCPs). As there is a very wide range of learning and mental health conditions, 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 meet EHCP targets for individuals

The current pupil premium strategy plan is directed at developing:

- A robust phonics programme that provides a rolling assessment of every pupil so that early support can be put in place, to support pupils to reach a level of literacy that corresponds to their age.
- 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 learning, including nationally recognised accredited outcomes.
- Access arrangements to education for pupils who require support in a home environment to complement their offer from the school.

Challenges

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 service users have shown that the continued delivery of a systematic, synthetic, phonics programme is appropriate for the wide level of complexity and ability of Meadows pupils.
2	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and training for future careers of many of our pupils have been impacted 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 would like to ensure that all pupils can develop a range of personal skills, have access to vocational educational opportunities and exposure to outside further education offers, to support readiness for the next phase of education, training or employment.
3	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. Finding opportunities to engage pupils through outdoor education provides a vehicle that complements self-regulation strategies.
4	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 strategies for persistent school refusers or those who find it difficult to regularly attend the school site. The aim is to improve pupils' motivation and ownership of their own learning, as well as their engagement in courses that result in accredited qualifications.

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>Systematic, synthetic phonics programme in operation through Key Stage 2, 3 and 4</i>	<p>Dedicated specialist leading implementation of phonics and reading age screening for all new pupils to Meadows.</p> <p>All education staff to have up-to-date training that is being put into practice across subjects with relevant pupils.</p> <p>Displays that highlight and support the use of phonics in use in classrooms.</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>Attendance by Key Stage 4 pupils to a carousel of vocational, further education opportunities in order to</i>	Record of attendance by pupils on courses.

<p><i>inspire and prepare them for future training and education.</i></p>	<p>Success in attendance of carousel of further education courses leads to enrolment in other vocationally orientated offers.</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><i>Physical and Sensory targeted intervention strategies improving emotional self-regulation, as well as overall time in lessons and attainment of lesson objectives.</i></p>	<p>Development of the school allotment supported by a combined staff and pupil team.</p> <p>Recorded use of trim trail and outdoor gym at beginning or end of lessons.</p> <p>Sensory Circuits programmes timetabled for all pupils with difficulties in emotional self-regulation.</p> <p>Recorded improvement of motor skills, co-ordination and balance from above resources.</p> <p>Meeting EHCP targets on personal development: communication and interaction, sensory or physical, cognition and learning, and social emotional and mental health.</p> <p>Improvement over 1 year in attendance figures of time spent in lessons, as well as overall attainment and behaviour points for lessons.</p>
<p><i>Blended learning and online tutor offer improves engagement and attendance for pupils who struggle with onsite educational provision.</i></p>	<p>Pupils with attendance issues show increased attendance using bespoke online tutor service.</p> <p>Use of school inclusion unit to facilitate access to Key Stage 4 curriculum by on-site pupils when using the virtual tutor system.</p> <p>Accredited outcomes for identified pupils when using the online tutor system to support their learning.</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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Selection of a suitable range of relevant vocational taster courses in a carousel programme with local FE colleges.</i></p>	<p>Quality interventions for SEMH: what resources are available for schools? :</p> <p>https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools</p> <p>GOING FURTHER: Further education, disadvantage and social mobility https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</p> <p>Courses for Teaching Special Needs: Enhancing Skills for Inclusive Education https://www.bolc.co.uk/bolc-blog/courses-for-teaching-special-needs#:~:text=The%20presence%20of%20trained%20special,belonging%20among%20students%20with%20disabilities.</p> <p>Transition programmes for young adults with SEND. What works? https://www.careersandenterprise.co.uk/media/xqhlizamz/what-works-report-transition-send.pdf</p>	2
<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 student 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-student-emotional-competence-in-schools/D5355B7BC7A7D4E45E695DE8763E4317</p>	3
<p><i>Blended and remote learning training for all child-facing staff so that clear support available in school and virtual lessons.</i></p>	<p>Blended learning effectiveness https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0043-4</p> <p>Using Digital Technology to Improve Learning:</p>	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Remote Education Research: https://www.gov.uk/government/publications/remote-education-research/remote-education-research	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke online tutoring provision directed at specific EBSNA pupils.</i>	https://www.edclass.com/ Ofsted's accreditation visit to EDClass: https://files.ofsted.gov.uk/v1/file/50247472 Teaching Times, Online Tutoring with EDClass: A Lifeline for Students at Risk 01-01-2025 https://www.teachingtimes.com/online-tutoring-with-edclass-a-lifeline-for-students-at-risk/ The Impact of Online Education as a Supplementary Tool for Special Education Needs (SEN) Students: Teachers' Perspectives https://www.mdpi.com/2227-7102/15/4/503 <i>Educ. Sci.</i> 2025 , <i>15</i> (4), 503; https://doi.org/10.3390/educsci15040503 Benefits of Academic Tutoring and Socio-Emotional Support for Children With Disabilities https://www.researchgate.net/publication/374056160_Benefits_of_Academic_Tutoring_and_Socio-Emotional_Support_for_Children_With_Disabilities_Lessons_Learned_During_the_COVID-19_Pandemic September 2023 <i>International Journal of Educational Reform</i> DOI: 10.1177/10567879231202486	4

<p><i>One-to-one sensory circuits emotional regulation and sensory training for pupils, including bespoke equipment.</i></p>	<p>Sensory Integration in Autism Spectrum Disorders: https://www.autism.org/sensory-integration/</p>	<p>3</p>
<p><i>Continuing implementation of synthetic phonics programme across all Key Stages.</i></p>	<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 students 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>	<p>1</p>

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

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maintenance of outdoor gym and trim trail in school grounds.</i></p>	<p>Maintained Special Schools for Children with Social Emotional and Mental Health Needs and their Work with Parents: 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://theses.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>3</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 Students: https://files.eric.ed.gov/fulltext/EJ1240596.pdf</p> <p>Borders, C., S. J. Bock, and N. Michalak. 2012. "Differentiated Instruction for Students with Emotional and Behavioral Disorders." Chap. 9, Vol. 22 in Behavioural Disorders: Identification, Assessment, and Instruction of Students with EBD (Advances in Special Education), 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>	3
<p><i>Building and Maintenance of an allotment area by staff and pupils.</i></p>	<p>Key factors for outdoor teaching practices in special education settings to support students with learning difficulties https://www.tandfonline.com/doi/full/10.1080/14729679.2025.2545363?src=</p> <p>Dillon, J. & Lovell, R. 2022. Links between natural environments, learning and health: evidence briefing. Natural England Evidence Information Note. EIN063.</p>	3

Total budgeted cost: £ 17520

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 the pupils during the year plan from October 2024 to October 2025. The responses are numbered to reflect the 4 main challenges that were identified and are at the start of the Pupil Premium Strategy Statement.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year. 80% of KS4 and 93% of KS5 pupils achieved an accredited qualification. These ranged from Entry Level Certificates and Functional Skills in Maths, English and Science, to BTECs in Cookery and GCSEs in Physics, Maths and English.

This figure shows a small percentage increase of students able to access accredited exams successfully. 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. Emotional regulation strategies are now embedded in school activities and curriculum. There is a dedicated programme to improve individuals with the most challenges with co-ordination and motor skills through a sensory circuits programme. More widely accessed is the use of the outdoor gym and trim trail, fidget toys, equine therapy, activities such climbing, as well as vocational, hands-on courses contracted out to nearby Skills for Employment and local Colleges.

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 which was 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 remaining required resources have now been purchased allowing for the school to now direct future PPG funds towards providing structured programmes that support learning at home or in withdrawal units on site, for those pupils with a wider range of needs that make full attendance on site difficult.

The complex needs of our service users have shown that most pupils start at Meadows with a lower reading age compared to non-disadvantaged pupils. In addition, the continuing development of our robust system of phonics is still required to fill in the gaps of pupils with very depressed literacy levels.

In terms of Phonics interventions to improve foundations of literacy and embed a more structured programme of reading (which is led by the new English lead), the programme has shown remarkable levels of success. The 5 most targeted pupils in the last year have now improved their reading ages from 5 years up to over 11 years of age. One pupil has improved from a reading age of 9 years up to 15 years of age which is above their chronological age.

The new Head of English has continued the programme supporting strategic planning, training, teaching and implementation of the Jane Considine (The Write Stuff) Literacy structural framework.

The current review has led to a reorientation of the challenges set over the next academic year, as can be seen above, while holding on to both the phonics programme, and the emotional and physical regulation of our pupils, as led by the Wellbeing Team, which are foundational strategies for Meadows.

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	1.Sensory equipment and resources 2.Phonics and language resources and training

<p>Increased engagement and ability to break up lessons into smaller, more accessible chunks, dividing them into sensory, academic and emotional regulation activities.</p> <p>Data shows reduction in overall time out for pupils from lessons in academic year</p>	<ol style="list-style-type: none"> 3. Reading and writing support resources 4. Other CPD for staff on emotional self-regulation, therapeutic crisis intervention (TCI). 5. Clevertouch interactive whiteboard purchase and installation 6. Skills for Employment Vocational Courses 7. Courses to support planning for new Outdoor Education and PE lead 8. Additional curriculum opportunities (such as climbing and equine therapy) for bespoke timetables to support sensory and emotional regulation
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ol style="list-style-type: none"> 1. Steady annual turnover of pupils catching up on their developmental delay in phonics 2. Read Write Inc resources used across Key Stages for literacy in lessons supporting access to Entry Level and Functional Skills English in Key Stages 3 and 4 3. Evident use of terminology in evaluating pupils with reference to Therapeutic Crisis Intervention and emotional regulation strategies 4. Sensory circuits accessed more by pupils since there has been a single therapist delivering the programme as an out-of-lesson intervention 5. Interactive whiteboards have become more embedded as part of the learning culture, used appropriately by pupils and staff 6. Ongoing programmes still running

Further information (optional)

We are a non-maintained Special Needs School 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.

Reflection on the changing needs of pupils referred to Meadows 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.