

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	The Meadows School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	71.38%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	21/10/2024
Date on which it will be reviewed	30/7/2025
Review and recommendations for approval	IEB
Statement authorised by	IEB
Pupil premium lead	Lucy Winter/Andrew McGarry
Governor / Trustee lead	Bridget Watt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	0
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	£65,120

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils

We aspire to:

- Ensure that all students have the opportunity to access the National Curriculum and the support to do so.
- Identify learning gaps and intervene swiftly.
- Deliver a comprehensive personal development program which supports children in interactions with the world
- Support the whole child – provide a range of support services to ensure children can attend school and feel happy.
- Build community and involve parents and carers in education.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Ensures frequent 1-2-1 assessment approaches can be used to make sure learning is well targeted and progress is measurable.
- Provide highly vulnerable and difficult to reach students with opportunities in vocational studies and core foundation qualifications, delivered by HSAT staff on site or at alternative venues. Specific bespoke packages are used for students at high risk and not engaging in education
- Focused work to re-integrate students when they are ready to access the curriculum.
- Provide funding to seek professional counselling support to support children with their emotional regulation
- Bespoke attendance support provided to children that are EBSA.
- Improve engagement by students and families through dedicated engagement mornings/evenings
- Purchase of high impact online resources to support individualised literacy and numeracy intervention

What are the key principles of your strategy plan?

- Provide all pupils with personalised interventions to ensure all pupils are able to catch up towards national expectations to prepare them for the next stage of their lives.
- Support students who struggle with the curriculum and need a more bespoke package in order to enable them to access qualifications in order to move to their next stage of education.
- Give students the opportunity to understand Life in modern Britain support them in improving social skills through visits, Duke of Edinburgh and Vocational studies.
- With the correct support everyone can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning
2	To support identified students who are struggling with the curriculum and need 1:1 support
3	To integrate students who are on a bespoke offsite package due to poor attendance into school to support with learning
4	To enhance students learning outside the classroom

5	To provide clear support for families to engage students and provide enhanced support to our most vulnerable students
6	Sustained low literacy levels in a high proportion of children through poor engagement/access to Primary education and cognition challenges.
7	A significant proportion of pupils do not start with procedural fluency across the four operations and therefore conceptual understanding and progress through the curriculum is restricted by this lack of mastery.

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
Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning	<ul style="list-style-type: none"> ● Support pathways are in place and used ● Relationships are in place with agencies and their support is used ● Reduction in PA figures
To support identified students who are struggling with the curriculum and need 1:1 support	<ul style="list-style-type: none"> ● Year on year the percentage of children achieving L1+ qualifications in English and Maths increases ● Packages e.g. Lexia are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.
To integrate students who are on a bespoke offsite package due to poor attendance into school to support with learning	<ul style="list-style-type: none"> ● Regular review meetings for pupils accessing bespoke packages to ensure working towards attending on site (using micro steps map) ● Pen portraits for pupils who manage to increase onsite attendance ● EBSA training takes place for all

To enhance students learning outside the classroom	<ul style="list-style-type: none"> ● Social development mapped and progress points are recorded for each child to use in EHCP, for example safe use of transport, social norms in public spaces etc. ● Pupils attend a variety of different places to develop social capital
To provide clear support for families to engage students and provide enhanced support to our most vulnerable students	<ul style="list-style-type: none"> ● Community building events and parents evenings/mornings have taken place ● Impact assessment of PSA ● Increased parental engagement
Sustained low literacy levels in a high proportion of children through poor engagement/access to Primary education and cognition challenges.	<ul style="list-style-type: none"> ● Year on year the percentage of children reading at Y3 or below reduces ● Packages e.g. Lexia and freshstart are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.
A significant proportion of pupils do not start with procedural fluency across the four operations and therefore conceptual understanding and progress through the curriculum is restricted by this lack of mastery.	<ul style="list-style-type: none"> ● Year on year the percentage of children working at numeracy level of Y3 or below reduces ● Packages e.g. TT rockstars are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.

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: £29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part time teacher support to ensure EBSA have a route back to school AMC	EBSA agency staff 3 days per week, EBSA managing to enter the building and make steps to come to school. £20,000	3
Staff participation in ATTIP training– attachment active and restorative aware LWI	Staff CPD has taken place on: <ul style="list-style-type: none"> ● 1x attachment refresher ● 1x restorative approach £600 CPD costs Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3,4
Teacher development through maths and English hubs LWI	Staff CPD has taken place for maths and English staff £650 courses/cover Individualised instruction EEF (educationendowmentfoundation.org.uk)	6, 7
Rewards program through Friday rewards LWI	<ul style="list-style-type: none"> ● Friday rewards trips to highest achievers £8000 - weekly rewards trips Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 intervention for literacy and numeracy AMC	1-2-1 register Progress in literacy and numeracy rising standard assessments / lexia level TT Rockstars £900 Twinkl £300 Literacy materials £800 One to one tuition EEF (educationendowmentfoundation.org.uk)	1,6,7
To integrate students who are on a bespoke offsite package into school to support with learning AMC	Back to school plan delivered by EBSA tutor Most children are making steps back to school (using micro steps measure) EBSA tutor £20,000 (incl. in first class) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost £22,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured individual and/or group sessions with external professionals or teaching staff focussing on overcoming specific SEMH barriers lwi	Register of SEMH interventions 41 plans for individuals and support plan Reduction in concerning behaviours in targeted students £14,000 therapeutic partners/resources Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
Outdoor Education social capital trips take place lwi	Weekly outdoor education trips take place for all students	5

	<p>Social development tracker in place and up to date</p> <p>Costs include museum entrance, Beamish etc. £6,600</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
Counselling sessions lw	<p>1 day per week external counselling sessions targets those struggling</p> <p>£12,000</p>	1
Parental engagement sessions 6x per year lw	<p>Parent community building sessions take place and are well attended to ensure parents are aware of how to support their child in education and SEMH development</p> <p>£400</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £65,576

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 2023 to 2024 academic year.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments for reading and phonics using packages listed within the Reading Framework (DfE 2021), namely Fresh start and Ren Learning Accelerated Reader programme. The data demonstrated that the vast majority of students 81 % improved in their reading age this year, 33% of the students that have improved their reading age, have improved by more than a year. 15% of students are reading above their actual age (The majority of these students are in KS3). Students with a reading age of 9 or less and requiring intervention is the lowest it has been this year (21%). Students with a reading age of 10:01-13:00 is the highest it has been this year (51%). Students with a reading age of 10:01 years and above is the highest it has been this year (72%).

The school Library was redesignated and refreshed with a range of texts specifically targeting engagement of students. Students read regularly in tutor time either independently or through group reads. This has improved the regularity that students read and increased the engagement of students reading

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments for pupils to develop fluency in the four operations of maths which again shows the majority of students making progress against their initial start points using our internally developed numeracy package. Although this has shown an impact, the use of data led packages such as Star Maths (Ren learning) need to be used more methodically to track progress and highlight intervention where and when required. It is hoped that this will bring about similar successes to the improvements in reading for numeracy

In order to support the emotional resilience of students, staff were trained in supporting students with sensory needs and undertook trauma informed practice training. This training also informed our review and amendment of the behaviour policy, now called 'Promoting Positive Behaviour and Attitudes'. Along with a straightforward rewards and sanction system, staff and students utilising the strategies and buying into the systems put in place the key indicator data that show a lack of emotional resilience of our students all decreased over the course of the year from the outset of the new policy and strategies being put in place. We procured intervention for specific students who needed external professionals to work with them from the LA EWEL and Cognition and Learning team to provide strategies for students and staff that had a bespoke nature to the students, however the amount of students we were able to get this in place for was not as many as we would have liked. We further trained staff on Zones of Regulation and started implementing this towards the end of the Summer term '24. This is an area that needs more time to implement fully in order to support students to identify their current state of regulation and what strategies they can use to increase their resilience and stay regulated. We trained key support staff in Nurture training as we identified that some of our students require specific intervention to build up a variety of skills and ability to be emotionally resilient and regulated and, through using assessments such as the Boxall Profile, can implement specific intervention for targeted students in the next academic year.

Overall school attendance decreased, this was mainly due to the school undertaking a required change in culture. Some students did not like the required changes and became persistent or severely absent. The school worked its best to tackle these areas in the situation at the time and had some individual improvements with some students. However, overall whole school attendance was down.

Based on all the information above, the performance of our disadvantaged pupils did not meet some of our expectations.

Our evaluation of the approaches delivered last academic year indicates that our approaches to improve reading and phonics ability worked for the majority of pupils but we need to ensure that all students have more positive outcomes. Improvements in numeracy can be seen for the majority of students but the data capture and monitoring needs to be more rigorous and interventions

<p>put in place where required. The building of emotional resilience and self regulation skills has improved, but there is still work to do as some approaches have yet to be fully implemented. Improvements to attendance using the outlined approaches did not work and a more strategic approach to this key area needs to be undertaken.</p> <p>We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year. This is outlined in Part A above.</p>	
Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,576

Externally provided programmes

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation