

Pupil premium strategy statement

School overview

Metric	Data
School name	Meadowside Community Special School
Pupils in school	79
Proportion of disadvantaged pupils	(47) (60% FSM, 54% PP incl 2 PP+)
Pupil premium allocation this academic year	£42,430
Academic year or years covered by statement	2019 - 2022
Publish date	25th November 2019
Review date	1st November 2022
Statement authorised by	Kate Green
Pupil premium lead	P Wareing
Governor lead	Stephen Pearson

Disadvantaged pupil barriers to success

Pupil outcomes and progress can be significantly impacted by various additional vulnerabilities, eg: learning difficulties, autism, emotional literacy, social communication, behaviour, low self-esteem, sensory, physical and mental health issues, so the school needs to be strong in identifying the barriers that each young person entitled to PP faces.

Erratic attendance due to changing or challenging home circumstances

Persistent absence due to health issues and low family aspiration

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in Maths (U&A & SSM) EoKS3	Closure of the slight Gap between PP and non PP pupils.	July 2020
Pupils make at least expected progress in Science (all aspects) EoKS4	100% of all PP pupils make at least expected progress	July 2020
PP pupils in KS4 make at least expected progress in literacy and numeracy.	100% PP pupils Y11 have gained recognised qualifications/accreditation through targeted teaching. They are working on Units that they can build on through P16 & FE	July 2020

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity	Target Date
Improved attendance, engagement and behaviour of pupils attracting PP	Less frequent & less severe recorded behavioural incidents for these pupils	Dec 2020
	Robust and consistently applied Behaviour Plans in place for these pupils	Dec 2020
	Overall attendance & engagement in lessons improved making gains towards the school target of 100%	Dec 2020
Parenting skills and low aspiration are raised	Parent workshops, ASCs, lunchtime clubs, summer school, residential experiences, work experience, enhanced transitions.	Dec 2020
Increased support through extra-curricular activities, play leaders, work related learning, life skills, tuck shop and learning mentor	All pupils able to reflect on their experiences and develop social skills that will equip them for future life	Dec 2020
Barriers to learning that these address:	<p>Persistent absence - increased access to learning opportunities, increased cultural capital</p> <p>Sensory Dysregulation - increase in self-regulation</p> <p>Behaviours that challenge - improved emotional literacy</p> <p>Low expectation - raised aspiration for adulthood</p>	

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Subject Leaders (priority: Maths & Science) will identify those pupils who need intervention promptly and will assess the effectiveness of previous QFT or interventions	Progress is evidenced in work books, displays, Progress Pages, Qualifications/ Accreditation. Pupils meeting or exceeding high expectations	April 2020
Senior Leaders will analyse for trends in pupil progress and identify where targeted interventions such as Pupil Premium, Catch Up monies are needed	Reduced frequency and intensity of behavioural incidents. Improved attendance & engagement	July 2020
Curriculum/Subject/Assessment budgets can be focussed and the impact of this evaluated	Teachers planning prompt interventions for pupil under performance & these pupils catch up - Workbooks/Digital data books	May 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality assured QFT in Maths & Science KS3 & 4. Numeracy & Science interventions for all under-achieving disadvantaged pupils.
Priority 2	Introduce Engagement 4 Learning across KS3 & 4, Secure additional training as Exams Officers to support the embedding of qualifications and accreditation at KS4. Consult on parent priorities, embed parental engagement with digital reward system & Quality Assure our Information, Advice & Guidance processes to raise aspiration
Barriers to learning that these priorities address	Insufficient support for Numeracy and Science. Insufficient Pastoral support to engage learners and raise parental aspirations
Projected spending	£21500

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a school wide attendance strategy, focus staff Continuing Professional Development on improving behaviour, pupil progress, questioning and leadership, target PP individuals using Engagement 4 Learning
Priority 2	Quality Assure the Annual Review Process including the outcomes and the reporting of progress to EHCP outcomes to parents
Barriers to learning these priorities address	Low aspiration, individuals not taking responsibility for their behaviour, lack of opportunity of real life problem solving
Projected spending	£20,130

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is given to CPD.	Professional Development Days and staff workshops are focussed on priorities
Targeted support	Develop Subject Leaders leadership skills	Additional cover to be bought in to release Subject Leaders to network, develop subject knowledge, coach others
Wider strategies	Whole school focus on all adults' use of questioning, language, Augmentative and Alternative Communication and processing time that supports learning across all learning environments	Pupils fully engaged in real life problem solving eg: dilemmas, conflicts in stories, planning a journey, which stimulates deeper thinking as their curiosity challenges them.

Review: last year's aims and outcomes

Aim	Outcome
Close small Gap between PP & Non PP in Maths U&A, SSM EoKS3 and the Gap across all aspects of Science EoKS3&4	Gap sustained as closed in Maths at EoKS4 Reduced Gap in U&A EoKS3 in Maths Reversed Gap across all aspects of Science at EoKS3
Visual de-clutter of the learning environment so it is learning ready.	Internal learning environment re-decorated and de-cluttered. Increased consistency and predictability across the learning environment promoting pupils' learning
Raise attendance	National average attendance for pupils in special schools is 90.3% . Our target for 2018/19 was: attendance 90+% . (National average for complex needs attendance is 85.8% - DfE SFR Sept 2018), - we are slightly higher: 87.51% (18-19). We will use the attendance intelligence to personalise attendance strategies.