

## 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	Meadowside School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21 to 2024/5
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paula Wareing Head Teacher
Pupil premium lead	Claire Dunn Assistant Head Teacher
Governor	Stephen Pearson Parent Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,520
Recovery premium funding allocation this academic year	£ 6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,335

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a relevant broad and balanced curriculum to equip them to succeed in life.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills by continuing to ensure that high-quality work experience, careers education, information and guidance, and further and higher education guidance is available to all as well as equity of opportunity.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and life beyond school.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that some disadvantaged pupils can make less progress from their starting points when entering school. Whilst the types of barriers to learning and the vulnerabilities that all our pupils experience vary, this group's overall academic progress is at risk of being lower in most subjects compared to non-disadvantaged pupils, due to their socio-economic experiences in life. We analyse outcomes and look for trends targeting any recognisable challenges. Trend is most recognisable in Maths and English
2	Our assessments, observations and discussions with pupils and parents show that disadvantaged pupils are generally more likely to have lower aspirations compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils and other professionals show that 81% of our pupils, including disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their mainstream peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, completing applications.
6	Our assessments, observations and other professionals show that some pupils including those disadvantaged can make less progress from their starting points due to sensory integration issues requiring regulating to develop behaviour for learning. Whilst the types of barriers to learning and the vulnerabilities that all our pupils experience vary, this group's overall academic progress is at risk of being lower in most subjects, due to needing to be demonstrating behaviours for learning and in their personal social development. We analyse behaviours and attitudes and look for trends targeting any recognisable challenges.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
8	Our assessments, observations and national research demonstrate that the education, wellbeing and wider aspects of development of many of our pupils are impacted by the consistency of the learning environment.

## 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 maths and English, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged pupils entered for entry accreditation in subjects, particularly maths and English. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.</p>
Sustained CIAG and raised aspirations of parents and pupils	<p>Increased parental aspiration</p> <p>Increased attendance</p> <p>Increased engagement in home learning</p> <p>Parent and pupil voice heard through discussions</p> <p>Destinations &amp; longitudinal studies</p>
Improved language processing for disadvantaged pupils so that they have time to independently process instruction or questioning, move from what they are doing to what they are learning or have learned, making the connection to prior learning.	<p>Assessment of pupils' language processing shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from by the end of our strategy in 2024/25.</p> <p>Observation of staff allowing appropriate processing time</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly intended learning outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression, prepared for the choices of adult life and / or FE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils and their parents are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to further education at the end of P16 or appropriate supported living or leisure or therapeutic sessions in the same numbers as their peers.</p>
All teachers are setting suitably challenging targets for higher achieving pupils and stretching targets with support for those lower achieving	Through observations and discussions with pupils and staff.

<p>Pupils including those disadvantaged can make increasing progress from their starting points due to sensory integration diets regulating and developing improved behaviour for learning.</p>	<p>Through assessments, analyses, evaluations and observations and of other professionals, pupils and families</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils, staff, other professionals, including transition partners and curriculum leaders that pupils have rich learning opportunities and are fully prepared for life's choices.</p>
<p>The education, wellbeing and wider aspects of development, and learning opportunities of our pupils are improved by the consistency of the learning environment.</p>	<p>Through observations and discussions with pupils, family, transition partners and staff, through longitudinal studies and uncluttered learning environments, pupil outcomes in their EHCP are achieved &amp; they are fully prepared for adulthood and moving on towards their aspirations.</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: £21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school in line with DfE guidance.</p> <p>Create Leadership and management time of AHT to develop and improve English teaching across the school in line with DfE guidance.</p> <p>The leads will engage with EEF research and Merseyside SLD Consortium to develop the quality of maths English teaching through CPD &amp; mentoring.</p>	<p>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, and of English drawing on evidence-based approaches:</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="https://www.suttontrust.com/reports/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	<p>1, 5, 8</p>
<p>CPD for teaching staff on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p><a href="#">Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</a></p> <p>Books: Mary Mariot</p>	<p>1, 7</p>

Retention of attendance officer & AR Manager Sustaining WRL-co-ordinator	National research from Attendance Team Entitlement to a Broad & Balanced Curriculum DfE guidance SEND CoP LA SEND outcome report DfE Preparation for Adulthood-PfA	1, 2, 4, 5, 7
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional day per week of OT Sensory Integration & Speech and Language Therapist (SALT) time, and five further hours of Teaching Assistant time + resources	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="http://ican.org.uk">What works database (ican.org.uk)</a> This has been endorsed by the Royal College of Speech and Language Therapists.  EEF Research into Teaching & Learning, in the use of Pupil Premium, effectiveness of small group interventions, metacognition & self-regulation and effective use of TAs Ambitious for Autism National research on the impact of Lockdown	1, 6, 8
Deeper level SaLT & SI training for Teachers & support staff to embed readiness for learning & interventions	As above	3, 7
Recruit Family Link Worker	To support families of ChiN, Persistent Absentees, needing signposting to Early Help, in transition. Supporting pupils EEF National Tutoring Programme	1, 2, 4, 5, 7

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

Budgeted cost: £ [10000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for Computing Lead to source resources, train support staff to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: <a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4, 5, 6, 7
Access & time to engage in elearning modules for teachers and TAs including on trauma informed approaches: Trauma Informed Schools research base	20-90 minute e learning sessions on T&L, Approaches & Strategies from school bus for disadvantaged/disadvantaged pupils that require further support.	1, 2, 3, 4, 6, 7, 8

**Total budgeted cost: £ 60,300**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we have enabled all teaching and support staff to be trained on & given the technical tools to baseline assess and evaluate all individual pupil progress undertaken during the 2020 to 2021 academic year.*

As last year marked the end of our 20-21 pupil premium strategy plan, our assessment of how successfully the intended outcomes were met, is that by combining Pupil Premium and Catch Up monies, Subject Leaders caught most pupils, including those disadvantaged to where they expected and wanted them to be for September 21.

Accreditations were achieved for all our Y11 and Y14 pupils. Preferred destinations were all successfully applied for: 5 (100%), school leavers: 4 (80%), entered FE, 3 (60%), on mainstream courses, 1 (20%) on supported entry and 1 (20%), has a place at Autism Together secured, but remains NEET currently as the organisation is transitioning Sept 20 young adults, before the September 21 intake, due to the restrictions of the pandemic. Post 16 pupils are not eligible for pupil premium but have barriers to learning and varied vulnerabilities. We had 1 Y11 school leaver who was eligible for pupil premium and he achieved 5 GCSEs and nationally recognised life skills accreditation, as expected.

### 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