Pupil premium strategy statement – Meadowside School

This statement details our school's use of pupil premium (and recovery 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	103
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	21-24
Date this statement was published	08.12.22
Date on which it will be reviewed	December 2023
Statement authorised by	Paula Wareing
Pupil premium lead	Claire Dunn
Governor / Trustee lead	Stephen Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,185
Recovery premium funding allocation this academic year	£14,138
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£10,883 C/F
Total budget for this academic year	£98,206

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 education
- Employability
- Social opportunities

At the heart of our approach is high-quality, adaptive, teaching in response to pupil needs, 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, ambitious, 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, further education guidance, information on employability, housing and the importance of positive physical and mental Health, is available and reinforced for all, as well as equity of opportunity.

Our strategy is integral to wider school plans for education recovery and improved school effectiveness, notably through engagement with EEF evidence-based approaches, specifically designed to improve teaching practice and boost learning, for pupils that have been worst affected, including non-disadvantaged pupils. These include a tiered model, focused on:
1. High quality teaching
2. Targeted academic support
3. Wider Strategies supporting personal development, attitudes and behaviour

The key principles of our strategy plan:
> 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, experience and social capital, 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. 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 83% 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 application forms.
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 personal 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.
9	Psychology research evidences that the working memory of pupils, particularly those with learning difficulties, impacts on everyday life and in

| | the support of learning. |

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 achievement for disadvantaged pupils in all subjects/learning domains, notably maths and English, relative to their starting points as identified through baseline assessments, assessment for learning, monitoring, and assessment of learning.	Achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. Progress is monitored and where needed intervention is effective. 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 gap between disadvantaged pupils and their peers.
Sustained CIAG and raised aspirations of parents and pupils	Increased parental aspiration Increased attendance and engagement in learning Increased engagement in home learning Parent and pupil voice heard through discussions/consultation Destinations & longitudinal studies
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.	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. Observation of teaching staff allowing appropriate processing time
Pupils using a range of communication systems to aid their understanding and to develop expressive communication skills.	Achievement of EHC plan termly intended learning outcomes, targeted at improving speaking and listening. Validation of progress by SaLT. Technology and other adaptive resources and teaching approaches, focused on assisting communication, processing and working memory
Disadvantaged pupils have greater confidence and independence to help them, engage more with the wider	Through observations and discussions with pupils and their families. Assessment of personal development and

community, secure in their social capital, and to prepare for adulthood.	academic achievement
Disadvantaged pupils feel better prepared for transition, prepared for the choices of adult life and / or FE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils and their parents are able to access high quality careers mentoring. Increased encounters with employers/training providers. Engagement in leisure activities. 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.
High quality adaptive teaching, assessment and a curriculum which responds to the needs of pupils	Through monitoring and evaluation activities of the positive impact of CPD on evidence based approaches, eg: metacognition, teaching of reading including phonics, reflective teaching.

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: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create leadership and management time of AHT to develop, monitor and improve English teaching, including reading, through an evidence based, systematic, synthetic approach to phonics, across the school. Time to engage in research, extensive, external training, to embed the system and monitor the	The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. EEF do this by supporting schools, nurseries and colleges to improve teaching and learning for two – 19-year-olds through better use of evidence. Set-up in 2011 by the Sutton Trust in partnership with Impetus, with a founding grant of £125m from the Department for Education. They were re-endowed in 2022 with a further £137m, which will allow them to continue our work until at least 2032.	1, 5, 8

fidelity of teaching, to the scheme, time to bid for additional funding to resource the scheme and to provide CPD and lead a small team to support to embed a culture of "a love of reading". Sustain a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school in Preparation for Adulthood. The leads will engage with evidence-based EEF research and Merseyside SLD Consortium to develop the quality of maths and English teaching through CPD & mentoring. Recruit teaching & support staff to more effectively support learners with additional SEMH needs	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium 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: There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Books/Blogs: Mary Myatt Therapeutic adaptive teaching-EEF Reflective adaptive teaching	
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: https://www.mindtools.com/aqxwcpa/cognitive-load-theory Working Memory and Learning-A Guide for Teachers ("Gathercole & Alloway")	1, 7, 9

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

Budgeted cost: £ *16,000*

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 to assess, write programmes, train staff. Resource Sensory circuits	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. What works database (ican.org.uk) 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 & effective use of TAs Ambitious for Autism National research on the impact of Lockdown	1, 3, 6, 7, 8

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

Budgeted cost: £ *12,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Annual Review Manager Sustaining Work Related Learning-co-ordinator Retention of Behaviour, Pastoral & Mental Health Lead	National research from Attendance Team Entitlement to a Broad & Balanced Curriculum DfE guidance SEND CoP DfE Preparation for Adulthood-PfA	1, 2, 4, 5, 7, 9
Additional hours for	For pupils with SEND, technology can	1, 2, 4, 5, 6, 7

Computing Lead to source resources, train support staff to help some of our disadvantaged cohort who need further support in using technology to enhance learning	be a useful tool to support teaching and learning. This training will also support pupils' literacy skills, and help to deliver the curriculum: [Using Digital Technology to Improve Learning	EEF (educationendowmentfoundation.org.uk)](#)	
Licensed access & time to engage in e learning adaptive teaching modules for teachers and TAs including on trauma informed approaches	20-90 minute e learning sessions on T&L Adaptive Approaches & Strategies from School Bus for disadvantaged pupils that require further support. Trauma Informed Schools research base Chester University Research re Wellbeing & Mental Health	1, 2, 3, 4, 6, 7, 8

Total budgeted cost: £ 99,000

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Accreditations were achieved for all our Y11 and Y14 pupils, attending. Preferred destinations were all successfully applied for: 2 (100%), Y14 school leavers: 1 (50%), entered FE, on supported entry, 1 NEET. 4 Y13 school leavers: (100%), entered FE, 3 on supported entry,1 on a mainstream course, 3 Y11 school leavers: 2 (66%) entered FE, 1 on a mainstream course (33%), 1 (33%) remains NEET. Y7 & Post 16 pupils are not eligible for pupil premium but have also have barriers to learning and varied vulnerabilities. We hold case studies on longitudinal destinations.

Externally provided programmes

Programme	Provider