

# 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	107
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	21-24
Date this statement was published	December 23
Date on which it will be reviewed	December 24
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	£ 60,560
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 41,814
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 102,374

# 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 achievement
- Progression to further education & continuing learning
- Employability
- Personal and social development opportunities

Key to our approach is high-quality, adaptive, teaching in response to the best ways the pupils learn, focussing on areas that disadvantaged pupils require it most, with personalised support to meet individual needs, based on robust diagnostic assessment, 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. Personalised and graduated 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 and external qualification and accreditation outcomes, show that some disadvantaged pupils can make less progress from their individual 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/learning domains compared to non-disadvantaged pupils, due to their socio-economic experiences in life. We analyse outcomes and look for trends, targeting any recognisable challenges, to be overcome. Trend is most recognisable in Maths and English.
2	Our assessments, observations and discussions with pupils, parents, independent impartial Careers Advisor, and future opportunity providers, 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 <b>84%</b> of our pupils, including disadvantaged pupils generally have greater challenges around communicating and expressing their needs, and choices, than their mainstream peers, including those who are non-verbal, limited language, selective mutism, anxiety, with processing difficulties 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 or to access equitable life opportunities, outside of school.
5	Our & other professional 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, home management, budgeting, maintaining physical and mental health and wellbeing.
6	Our & other professional assessments and observations show that some pupils including those disadvantaged can make less progress from their individual starting points due to sensory integration issues requiring co- or self-regulating diets to develop behaviour for learning. Whilst the types of barriers to learning and the vulnerabilities that all our pupils experience vary, this group's and those requiring other therapeutic health interventions, overall academic progress is at risk of being lower in most subjects/learning domains, 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, acknowledging progress through integrating therapies throughout the curriculum at Annual Review.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, health and 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 and research.
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 need for consistency of the learning environment and embedded routines.
9	Psychology & OT SI research, evidence that the executive functioning including the working memory of pupils, particularly those with learning difficulties, impacts on everyday life and in the support of learning.
10	Wider reading and research evidence the need for all staff to ensure each pupil's learning journey is informed by their deep understanding of their age, stage and child-development, future aspirations of them and their families, relevant curriculum content and the Ultimate Purpose of our curriculum: Preparation for a Meaningful Adulthood.

## 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.	<p>Achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Progress is effectively monitored and where needed intervention is effective.</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 gap between disadvantaged pupils and their peers.</p>
Sustained CIAG and raised aspirations of parents, pupils and those who are prospective parents and pupils	<p>Increased parental aspiration,</p> <p>Increased attendance and engagement in learning,</p> <p>Increased engagement in reinforcement of learning, at home,</p> <p>Parent and pupil voice and those who are prospective, heard through discussions/consultation</p> <p>Destinations &amp; longitudinal studies</p>
Improved language processing by disadvantaged pupils as they have time to independently process instruction or questioning, move from what they are	Assessment of pupils' language processing shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in

doing to what they are learning or have learned, making the connection to prior learning.	our school by the end of our current 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 community, secure in their social capital, and increasingly prepared for the choices and responsibilities of adulthood.	Observations and discussions with pupils and their families. Improved tracking of PSD and SMSC learning and assessment opportunities, via enrichment activities Assessment of personal development and academic achievement
Disadvantaged pupils feel better prepared for transition, prepared for the choices and responsibilities of adult life and / or FE/Continuing Learning opportunities / Employability and active Citizenship, through mentoring, work experience equality of opportunity, accumulation of cultural capital and being enabled to be heard.	All disadvantaged pupils and their parents can access high quality careers mentoring. Increased encounters with employers/training and continuing learning 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 of curriculum pathways which respond to the needs of pupils	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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create leadership &amp; management time: DHT accountable for curriculum &amp; assessment to develop, monitor &amp; improve English teaching, including reading, through fidelity to an evidence based, systematic, synthetic approach to phonics, across the school. Time to engage in research, extensive, external training, to embed systems &amp; monitor fidelity of teaching to the scheme, time to bid for additional funding to resource the scheme, to provide CPD &amp; lead a small team, incl. a Reading Lead, to support: sustained, embedding of a culture of “a love of reading” &amp; as the means to further learning.</p> <p>Sustain a maths Teaching &amp; Learning Responsibility Lead to develop &amp; improve maths teaching across the school in Preparation for Adulthood.</p> <p>Curriculum &amp; Subject Leads/ will engage with evidence-based EEF research &amp; peer mentoring via: MSLD Consortium to develop the quality of</p>	<p>Education Endowment Foundation, an independent charity dedicated to breaking the link between family income &amp; education achievement.</p> <p>EEF do this by supporting schools, to improve teaching &amp; learning for 2 – 19 year-olds through better use of evidence.</p> <p>Set-up: 2011 by Sutton Trust in partnership with Impetus, + a founding grant: £125m from DfE. Re-endowed: 2022 + further £137m, to allow them to continue their work until at least 2032.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>DfE non-statutory guidance - produced in conjunction with National Centre for Excellence in Teaching of Mathematics, &amp; English drawing on evidence-based approaches:</p> <p>Strong evidence that teachers’ pedagogical &amp; 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>Books/Blogs/CPD: Mary Myatt, Emma Turner, Paul Dix, Lisa Littler</p>	<p>1, 5, 8, 10</p>

<p>maths &amp; English teaching through CPD &amp; mentoring. Recruit teaching &amp; support staff to effectively support, families of &amp; Learners with learners with additional SEMH/SI needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Therapeutic adaptive teaching-EEF Reflective adaptive teaching</p>	
<p>CPD for teaching &amp; support staff on developing how to support pupils' mental health 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="https://www.mindtools.com/aqxwcpa/cognitive-load-theory">https://www.mindtools.com/aqxwcpa/cognitive-load-theory</a></p> <p><u>Working</u> Memory and Learning-A Guide for Teachers (“Gathercole &amp; Alloway”)</p>	<p>1, 7, 9</p>

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

Budgeted cost: £ 36,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of an additional day per week of OT Sensory Integration &amp; Speech &amp; Language Therapist (SaLT) time to assess, write programmes, train staff. Resource Sensory circuits</p>	<p>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 &amp; communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>Endorsed by the Royal College of Speech &amp; Language Therapists.</p>	<p>1, 3, 6, 7, 8</p>
<p>Whole staff CPD re: WHY PfA?, Why Precision Teaching?, Effective feedback?,</p>	<p>Research by Emma Thompson: What is the Purpose of an inter-connected curriculum?</p>	<p>2, 10</p>

Interventions echoing in the classroom?, Why CEIAG?, Why accredit? Developing a Distinct & Different P16 Provision, EIC.	NDTi Strategy: PfA. <a href="https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources">https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Annual Review Manager Sustaining Work Related Learning-co-ordinator Recruitment of Pastoral & Community DHT, leading on: Behaviour, Pupil & Staff Mental Health Lead	National research from Attendance Team Entitlement to a Broad & Balanced Curriculum DfE guidance SEND CoP NDTi <a href="https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources">https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources</a> Preparation for Adulthood-PfA	1, 2, 4, 5, 7, 9
Additional hours for Subject Leads to Self-Review the impact of their role & work, to source resources, train support staff to help some of our disadvantaged cohort who may need further support in using technology to enhance learning	Contribution to SSE & SIP to inform the judgements of Snr Leaders.  For pupils with SEND, technology can be a useful tool to support teaching and learning. 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</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 4, 5, 6, 7
Licensed access & time to engage in e learning: -adaptive teaching modules for teachers & TAs	20-90 minute e learning sessions on T&L Adaptive Approaches & Strategies for disadvantaged pupils that require further support: from School Bus  Trauma Informed Schools research base	



<p>including trauma informed approaches -administration of meds &amp; other aspects of the developing role of support staff to support inclusive practices.</p>	<p>TES Educational e-learning modules: C£20 per member of staff to support our inclusive &amp; safer curriculum offer</p> <p>Chester University Research re Wellbeing &amp; Mental Health</p> <p>SI Training: Whole School <a href="https://www.shinetherapyservices.co.uk">https://www.shinetherapyservices.co.uk</a></p>	
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**Total budgeted cost: £ 103,650**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outcomes for disadvantaged pupils in the 2022 to 2023 academic year and how their performance has been assessed. Evidence-base:*

- *Data from the previous academic year's national accreditations and qualifications: eg:*
  - *GCSE supported on Mainstream Inclusion: Art & Design: 1X Y11*
  - *Overall Entry/Functional Skills Outcomes Leavers Y11,12 &14:  
97% Good, 100% Outstanding*
  - *'Accreditations were achieved for all our Y11 and Y14 pupils, attending.*
- *Preferred destinations were all successfully applied for:*
  - *5 X Y14 school leavers, (100%): 4 (80%), entered FE, (2 separate Colleges), 3 on supported entry, 1 mainstream vocational course, 1 (20%) NEET, accessing Adult Social Service Care, through supported living package.*
  - *3 X Y13 school leavers, (100%), entered FE, (2 separate Colleges), (1, 33% on supported entry, 2, 66% on mainstream vocational courses,*
  - *2 X Y12 school leavers: 1 (50%) entered FE, on supported entry, 1 (50%) moved to an out of area residential & school placement,*
  - *2 X Y11 school leavers: 1 (50%) moved to an out of area residential & school placement, 1 (50%) entered FE on a mainstream vocational course*
  - *1 X Y9 moved to a similar school*
  - *1 Y7 moved moved to an out of area residential & school placement,*

*Y7 & P16 pupils are not eligible for pupil premium but also have barriers to learning and varied vulnerabilities. We hold case studies on longitudinal destinations'.*

- *NB: there remain ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently and outcomes achieved by our school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken, suggests attendance has a large impact..*
- *School data and observations are used to assess & improve wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*Snr Leaders are confident that we are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above) and outline our analysis*

*of what aspects of our strategy are/are not working well.*

Recruitment of 2 DHTs to focus on accountability for pupil progress, based in academic achievement & in Personal Development,

Enabled to track impact of PSD & SMSC learning opportunities, across all formalisations of our curricula

Embedded digital systems for tracking pupil progress, enabling SLT to evaluate impact of: CPD, Catch Up monies, PP monies, recruitment of a Family Liaison Worker, recruitment of additional HLTA capacity for consistency.

Improved attendance monitoring & action planning for a sustained, return to school for both pupils & staff.

Staff understand content of curricula & how best to support learning.

We continue to embed WHY we are implementing our intent & how this will impact by improving pupil outcomes, in terms of PfA: Continuing Learning opportunities, vocational opportunities & active Citizenship.

We continue to develop our curriculum innovation in designing a distinct & different P16 provision.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
SI OT & SaLT	SHINE Therapy Services
Enrichment Activities	Crosby Lakeside, Activities for All, Barnstondale, Support for WRL & Independent Impartial CIAG, W. Experience, Horse-Riding
Consumables to support pupil wellbeing & access to a full curriculum.	Pupil Premium to contribute to School fund to part-fund items not provided by any other means to access a full curriculum, by improving pupil emotional & physical wellbeing

