

Pupil premium (special)

[DfE pupil premium strategy statement template](#). All schools that receive pupil premium are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing this, we read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement
- The volume and type of activity that you spend your funding on
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)
- The targets you should set, or the outcomes to be achieved. For the purposes of this example 'X' and 'X – Y' (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

Referring to evidence

As per the pupil premium conditions of grant, we drew on evidence of effective practice in our decision-making and reference this within our school's statement. We do not need to cite every piece of evidence referred to.

The evidence cited is primarily from the EEF, as the What Works Centre for educational achievement, but we also draw on additional sources of evidence to support our decision-making – we are satisfied that it is strong evidence and applicable to our school and pupils.

Funding allocation and pupil eligibility figures

Where required to enter the amount of pupil premium funding to be received this academic year, we have provided an estimate based on the data available at the time we completed our statement. We may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where required to state the percentage of pupils eligible for pupil premium, we provided the figure had at the time we completed our statement.



Inspiring Brighter Futures

Pupil Premium Strategy Statement – Meadowside School

This statement details our school’s use of pupil 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	114
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027: 2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	<i>Paula Wareing</i> , Head Teacher
Pupil premium lead	<i>Claire Dunn</i> , Deputy Head Teacher
Governor lead	<i>Steve Preston</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,960
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£53,960

Part A: Pupil Premium Strategy Plan: Statement of intent

Our aim 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, particularly in terms of:

- Academic achievement
- Progression to further and continuing learning
- Employability
- Personal, social and emotional development opportunities

Key to our approach is high-quality, adaptive, teaching in response to the best ways the pupils learn, focussing on areas that all pupils require most, with personalised support to meet individual needs, based on robust baseline assessment, and helping pupils to access a relevant, ambitious, broad and balanced curriculum, in preparation for the choices of adulthood.

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. Our approach reflects our values: we want all pupils to be the best they can be.

We will also provide all pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers education, information and guidance, continuing learning guidance, information on employability, housing, networks of support, Citizenship and the importance of 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 improved provision and outcomes. We will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the pandemic, notably through engagement with EEF evidence-based approaches, specifically designed to improve teaching practice and boost learning, for all pupils, worst affected, including non-disadvantaged pupils. These include a tiered model, focused on:

1. High quality teaching
2. Personalised and effectively scaffolded, academic support
3. Wider strategies supporting personal development, attitudes and behaviour

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 and experience they require to be prepared for adulthood and life beyond school.

Our intent is to maximize individual pupil potential, to be the best they can be. In addition to using normative & criterion-referenced tools, we use ipsative assessment to track pupil progress over time, from their individual 'starting point'. This focuses them on self-improvement, motivation, and fostering a growth mindset by allowing pupils to see their personal journey and achievements over time, making learning more relevant.

Challenges

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

Challenge number	Detail of challenge
1	Our internal moderated assessments, 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 progress 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 87% 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 & financial planning, maintaining physical and mental health and wellbeing.
6	<p>Our & other professional assessments and observations show that some pupils including those disadvantaged can make less progress from their individual starting points or have less improved personal wellbeing outcomes, or disease prevention. From close working partnerships to improve joint, (ICB/Education), commissioning of health services, focused on improved, clinical, medical interventions, the main barrier identified, is a lack of clinical background context, held by education staff, to inform medical decision-making, which is crucial for effective, provision of personalized care. Increasing delegation of medical tasks, to education staff, who lack medical training or receive, clinically, over-seen, skill competency checks, is an increasing issue. A fuller medical picture can be held by clinically trained special school nursing teams, to better inform the earlier identification of needs, medical decision-making & treatment, that influence outcomes.</p> <p>EHCP writers must be better trained to allocate additional support & interventions, to the appropriate partner, clarifying the service that is accountable for managing, monitoring & moderating progress to that Service's outcomes</p>

7	Due to accessibility barriers to broader health interventions, as above, there are in addition, or co-existing therapeutic interventions that can be integrated across the curriculum, eg: sensory integration needs, requiring co- or self-regulating sensory diets to develop behaviours for learning. Whilst the types of barriers to learning and the vulnerabilities that all our pupils experience vary, this groups' and those requiring other therapeutic health interventions, overall academic progress is at risk of being lower in most subjects/learning domains. This is due to them, needing to consistently attend, be demonstrating behaviours for, and positive attitudes to learning, through improved engagement, personal, social and emotional development. We analyse behaviours, attitudes, safeguarding and attendance, looking for trends, targeting any recognisable challenges, acknowledging progress through integrating therapies and support plans, throughout the curriculum, reporting at Annual Review and through parental support and consultation events.
8	Our assessments, observations and discussions with pupils and families demonstrate that the education, health and wellbeing and wider aspects of personal, social & emotional 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.
9	Our assessments, observations and national Psychology & OT SI 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. Evidence that executive functioning including the working memory of pupils, particularly those with learning difficulties, impacts on everyday life and in the support of learning. Consumables are available to support and regulate emotional based dysregulation, and sensory seeking/avoidance, based dysregulation.
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 of child-development, future aspirations of them and their families, relevant curriculum content and the Ultimate Purpose of our curriculum: Preparation for a Fulfilling 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, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28. An increase in the percentage of disadvantaged pupils entered for qualifications and accreditation subjects, particularly maths. For those that are entered, results show a reduction in the

	attainment gap between disadvantaged pupils and their peers
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2027/28.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP termly – desired, outcomes. Increased use of AAC.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations, discussions and consultation, with pupils and their families, staff and other stakeholders.
Disadvantaged pupils feel better prepared for further education, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2027/28, disadvantaged pupils are progressing to continuing or further education in the same proportions as their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective coaching by maths Teaching and Learning Responsibility lead, to develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with our local research school and maths hub to develop the quality of</p>	<p>DfE non-statutory guidance, produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance: key stages 1 and 2</p> <p>Teaching mathematics at key stage 3</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-</p>	1

maths teaching through CPD.	research-evidence-to-support-your-strategy	
CPD for teaching staff on developing pupils' mental models. ECT Induction Training: Via MSLD Consortium	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive science approaches in the classroom EEF educationendowmentfoundation.org.uk https://www.futureaction.net/post/building-futures-together-move-well-and-the-wirral-rise-up-programme http://www.educationsupport.org.uk/	1
Embedding jointly commissioned, half day per week of Speech and Language Therapist (SALT) time, further hours of Deeper-Level SaLT trained TA time. CPD:AAC, Blanks' Levels	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, which is endorsed by the Royal College of Speech and Language Therapists: What works database	3, 6, 7, 8

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

Budgeted cost: C£12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 3
Additional hours for ICT technician to train teaching staff of our disadvantaged cohort	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:	1, 2, 3, 5

who need further support in using technology.	Using Digital Technology to Improve Learning EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: C£31,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation support & equipment for pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as blankets, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 3, 9,10
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4, 5
Public transport training for pupils. Involves CPD time for staff members & travel costs.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	2, 5, 9, 10
Funding towards post of Family Support Worker	Desired Impact: provide crucial emotional and practical help, preventing crises from escalating, improving parenting skills, connecting families to resources (eg. housing/benefits), and advocating for them with agencies, leading to greater family stability, pupil well-being, and resilience, often being life-changing by offering hope and practical tools during challenging times eg. poverty, mental health issues, or navigating complex systems.	1-10

Total budgeted cost: C£53,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils £6,960

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, (24-25) drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in Qualifications:

GCSE: 2 pupils completed studies, 1 in Ma – awarded U & 1 in Art – awarded 4.

Entry Level Certificates (ELC) are offered in English & Maths, at three levels- Bronze (Entry 1), Silver (Entry 2) & Gold (Entry 3).

	Number in cohort	Number entered in English Silver	Number entered in English Gold	Number entered in Maths
11	11	4	0	11

AQA Unit Awards are accredited at Pre Entry Level, Entry Level and Level 1 or 2. Students are credited for a range of activities, which support preparation for adulthood (PfA). Accreditation is submitted for Years 11, 14 and those set to leave from other year groups. Below is a selection of the units of accredited work.

Year 11 certificates awarded (each line refers to an individual pupil)

7 units inc Basic First Aid, superheroes

38 units inc making a pizza to take home, fundraising for a charity

19 units inc weight training & fitness skills, seasonal weather changes

39 units inc zones of regulation, interactive story telling

17 units inc being safe on a farm, basic yoga & relaxation

23 units inc communication skills, religious perspectives of good & evil

16 units inc energy efficiency in the home, eco warrior looking after the environment

8 units inc using public transport, split drawing

26 units inc intro to food citizenship, team work in a mini enterprise

25 units inc participate in a workplace unit, preparation for transition to Post 16

12 units inc digital photography, making a wooden bird box

29 units inc intro to basic measure, passenger safety in a moving vehicle

16 units inc different cultures around the world, restore a piece of furniture

18 units inc intro to using the gym, exploring careers

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that in PSED/EHCP Targets were met for 79% of KS3 & 4, where PP funding is directed by the DFE.

Based on all the information above, the performance of our disadvantaged pupils *exceeded/met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *aspects of our strategy on the quality & development of teaching, attendance, behaviour and confirming ipsative assessment as a critical tool within our basket of assessment tools found our monitoring, support and self-reflection, to be particularly effective.*

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes – Jointly/School-commissioned

Programme	Provider
R.I.S.E Up	Future Action
HSIS	NHS
WRL Coordinator	Wirral Special HTs consortium
Financial Wellbeing & Life Skills	Community Capacity Builders
ECT Induction	MSLD Consortium via ectmanager
Duke of Edinburgh Award	D of E Awards Scheme

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We use SPP to fund counselling to support the social and emotional needs of our service children and initiated a weekly coffee morning for their parents with our school counsellor. We now run parent workshops, available to all parents.
The impact of that spending on service pupil premium eligible pupils
Parents report benefits in managing the emotional needs of their children and pupils became more settled in class and more focused on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us make adjustments and quality improvements to secure better outcomes for pupils over time.