

## **Pupil premium statement (special school)**

All schools that receive pupil premium are required to complete and publish a statement on their school website by 31 December each year, using this template.

Before completing this template, 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.

### **Referring to evidence**

As per the pupil premium conditions of grant, we must draw 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 we have referred to.

### **Funding allocation and pupil eligibility figures**

The amount of pupil premium funding we will receive this academic year, is an estimate based on the data available at the time of completion.

The figure used to state the % of pupils eligible for pupil premium, is the figure held at the time of completion.

## 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	113
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Paula Wareing</i> - Head Teacher
Pupil premium lead	<i>Claire Dunn</i> - Deputy Head Teacher
Governor / Trustee lead	<i>Emma Wright</i> - lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,670.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£50,670</b>

## 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, particularly in terms of:

- Academic achievement
- Progression to further education 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 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.

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 disadvantaged 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 COVID-19 pandemic, 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 scaffolded 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 knowledge, 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 internal moderated 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 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 <b>85%</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 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 and attitudes and look for trends targeting any recognisable challenges, acknowledging progress through

	integrating therapies and support plans, throughout the curriculum at Annual Review and through parental support and consultation events.
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. Consumables are available to support and regulate emotional based dysregulation.
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. Consumables are available to support and regulate 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/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 2026/27.</p> <p>Progress is effectively monitored, professional judgements moderated and where needed, intervention is effective.</p> <p>An increase in the number of disadvantaged pupils entered for 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>

<p>Sustained CEIAG and raised aspirations of parents, pupils and those who are prospective</p>	<p>Increased parental aspiration,  Increased attendance and engagement in learning,  Increased engagement in reinforcement of learning, at home,  Parent and pupil voice and those who are prospective, heard through discussions/consultation  Choices, destinations &amp; longitudinal studies show Learners are well prepared for adulthood.</p>
<p>Improved language processing and comprehension for disadvantaged pupils as they are given time to independently process instruction &amp;/or questioning, so that they can progress, from what they are doing or have learned, making the connection to prior learning and some will independently comprehend subject-specific texts with challenging vocabulary.</p>	<p>Assessment of pupils' language processing and comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school, by the end of our strategy in 2026/27.</p>
<p>Pupils can access a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Achievement of EHCP termly intended learning outcomes, targeted at improving speaking, listening &amp; intentional, communication.  Validation of progress by SaLT.  Technology, other adaptive resources and teaching approaches, focused on assisting communication, processing and working memory.</p>
<p>Disadvantaged pupils have greater confidence in their autonomy and are more independent to help themselves, engage more with the wider community, secure in their social capital, and increasingly prepared for the choices and responsibilities of adulthood.</p>	<p>Observations and discussions with pupils and their families.  Improved tracking of PSED and SMSC learning and assessment opportunities, via enrichment activities.  Assessment of personal development and academic achievement.  Increased awareness of how technology, aids &amp; adaptations can help them to have more control in their lives.</p>
<p>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</p>	<p>All disadvantaged pupils and their parents can access high quality careers mentoring, increased encounters with employers/training and continuing learning providers, and experience, engagement in leisure activities.  By the end of 2026/27, disadvantaged pupils are choosing to stay on at 6<sup>th</sup></p>

cultural capital and being enabled to be heard.	Form, with a vision, to progress 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, accurately assessing progress on differentiated, curriculum pathways, so teaching meets individual needs, using personalised support, and is responsive to how they best learn.	Monitoring and evaluation activities of the positive impact of CPD, on evidence-based approaches, eg: metacognition, teaching of reading and writing, including phonics, reflective teaching.  Assessment being appropriately moderated & validated.

## 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: **£40,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create leadership &amp; management time:</p> <ul style="list-style-type: none"> <li>-SLT to consider &amp; consult on a re-structure that distributes and strengthens middle leadership to improve the quality of education.</li> <li>-HT &amp; DHT accountable for curriculum &amp; assessment, to monitor the systematic teaching of reading &amp; writing through fidelity to the RWInc approach to phonics, across school. To engage in research, external training, to embed systems &amp; monitoring, to provide CPD with the Reading Lead, to support:</li> </ul>	<p>Business case to be prepared and presented to Governors, after consultation.</p> <p><a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a></p>	<p>1</p> <p>3</p>

<p>sustained, embedding of a culture of “a love of reading” &amp; as the means to further learning.</p> <p>Sustain a maths Teaching and Learning Responsibility lead, to develop and improve maths teaching across the school in Preparation for Adulthood, engaging with our local research school and maths hub to develop the quality of maths teaching through CPD.</p> <p>-DHTs to support curriculum specialists to engage in evidence - based EEF research &amp; peer mentoring &amp; research with colleagues through the Merseyside SLD Schools Consortium.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance: key stages 1 and 2</a></p> <p><a href="#">Teaching mathematics at key stage 3</a></p>	<p>10</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 science approaches in the classroom   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 6, 7</p> <p>10</p>
<p>Purchase of an additional half day per week of Sensory Integration OT Therapist assessment and reporting advice.</p> <p>And to support the post of family support worker.</p>	<p>To embed SI OH advice adhering to the core principles of ASI: ensuring that sensory-motor activities, address the specific difficulties identified in the assessment, (including sensory processing), and that these difficulties are linked to the child's functioning in daily life. The intervention takes place within a context of physical movement/play, emphasizes active involvement of the child, involves a collaborative relationship between therapist and child, and focuses on participation-oriented outcomes that are collected at regular intervals throughout the duration of the intervention programme, making it possible to examine the child's response to intervention and to allow for adjustments to the intervention plan.</p>	<p>6, 8, 9</p> <p>2,4,7</p>

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for ICT technician 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, learning including communication. This training will also support pupils' literacy skills, and help to deliver the curriculum: <a href="#">Using Digital Technology to Improve Learning   EEF</a>	1, 2, 3, 4

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

Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
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. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	4
Public transport training for Year 9-11, pupils & Y11-16 students. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Travel to school for children of compulsory age - Department for Education</a>	5

**Total budgeted cost: £50,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

*Outcomes for disadvantaged pupils in the 2023 to 2024 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:  
33% Outstanding, 67% Exceptional*
  - *External Accreditations were achieved for all our Y11, and Y14 pupils, attending.*

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

- *Preferred Continuing Learning destinations were successfully applied for or remain in the application process:*
  - *4 X Y14 school leavers, (100%): 3 (75%), entered Wirral FE Non-residential, 3 on supported entry, 1 (25%) NEET, applying for Therapeutic Residential College through a Social Service Care, supported living package.*
  - *2 X Y13 school leavers, (100%), entered FE, (1 local College), (1, 50% on supported entry, 1, 50% on Therapeutic Residential College through a Social Service Care, supported living package.*
  - *2 X Y12 school leavers: 2 (100%) entered Wirral FE, on supported entry,*
  - *1 X Y11 school leaver: 1 (100%) entered Wirral FE on a mainstream vocational course*

Based on all the information above, the performance of our pupils, based in high expectations, achieved the best hoped for outcomes we set out to achieve by 2024.

*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'.*

We intend that all our pupils achieve their personal best, on a trajectory towards their best hoped for vision, of their future beyond Meadowside:

- *NB: Information from summative and formative assessments, school has undertaken, suggests attendance has a significant impact on outcomes.*

- *School data and observations are used to assess & improve wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.*
- *there remain ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently and outcomes achieved by our school's non-disadvantaged and disadvantaged pupils, this includes attendance*

Our evaluation of the approaches delivered last academic year indicates that aspects of our previous strategy were found to be particularly effective, and we will continue to focus on these. We 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

Programme	Provider
Counselling	Health Services in School
SI OT	SHINE Therapies

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We use SPP to support the social and emotional needs of our service children and offer regular coffee mornings for their parents and the parents of others.
The impact of that spending on service pupil premium eligible pupils
Parents reported benefits in networking and 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.
- Developing a future-focused vision for individuals and developing their knowledge and skills for success in life's choices, opportunities and responsibilities.
- Additional work with parent's, pupils and feeder schools re: our high expectations regarding consistent school attendance, the entitlement of and benefit for learners

### **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 network with special schools with strong outcomes for disadvantaged pupils to see what we can learn from their approach.

We look 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 this 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, to help us make adjustments and quality improvements to secure better outcomes for pupils over time.