

Pupil Premium Strategy statement 2021 - 24

This document details our school's use of Pupil Premium and Recovery Premium.

We have a three year strategic plan 2021 -2024 (academic years). This is reported on and updated annually.

This document outlines our Pupil Premium strategy and how we intend to spend the funding in this academic year (2022 -23)building on the analysis of the impact that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	The Meadows
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	55 46 PP 9 PP+ CLA (85% PP PP+)
Academic year/years that our current pupil premium strategy plan covers 2021 – 2024 See Pupil Premium and Recovery Action Plan and Impact Statement for 2021-2022 for details	2022 -2023
Date this statement was first published Updated Review	October 2022 December 2022 April 2023
Date on which it will be reviewed	August 2023
Statement authorised by	G Stout Chair of Governors
Pupil premium lead	S Took
Governor / Trustee lead	G Stout Chair of Governors

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£43 340 (£985) 44 9 PP+ £1700 per pupil
Recovery premium funding allocation this academic year	£35 328
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£78 668

Part A: Pupil premium strategy plan Statement of Intent

The Pupil Premium funding will be used to enhance teaching and learning to raise the levels of engagement, wellbeing, and standards of progress and attainment for disadvantaged students. The Headteacher, in consultation with the governors and senior staff will decide how the Pupil Premium is spent for the benefit of pupils.

85% of our pupils are categorised as PP or PP+ (Children Looked After by the Local Authority) . Given these high levels of disadvantage our whole school systems and practices are designed to support disadvantaged pupils.

The school will assess on an ongoing basis what additional provision should be made for some individuals and in doing so will recognise that Pupil Premium students are not a homogeneous group and a wide range of often changing needs to inform provision. In addition, we detail specific, individualised support through Personal Education Plans (PEPs) for Children Looked After by the Local Authority (PP+). We recognise that this cohort of pupils are often traumatised by their experiences of loss and have frequently missed learning opportunities.

The main aim of our Pupil Premium spending is to raise attainment. For our population we recognise that non-academic gains, such as improving pupils' mental health and resilience and attendance at school underpin a readiness to learn and longer-term success in school and transfer to Post 16.

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Our objectives are focused on the key barriers for our pupils of literacy, numeracy, emotional resilience, and attendance patterns to develop:

- Literacy and numeracy – fluency, functionality, and fun *underpinning engagement and self confidence*
- Emotional resilience – ‘talking helps’ finding solutions
- Attendance - responding to anxiety and changing or challenging home circumstances

We seek to further develop strategies and interventions by using our contextual knowledge in addition to evidence-based research to support, and where necessary, adapt strategies to meet the needs of our pupils.

We apply a tiered approach as evidenced from the [Education Endowment Foundation’s \(EEF\) pupil premium guide](#) with interventions guided by the evaluation of effectiveness from the Foundation being mindful that our students are underrepresented in terms of research findings.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, 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.

Challenges

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

Challenge number	Detail of challenge
1 Literacy	<p>A proportion of pupils are not yet fluent readers on arrival. Many pupils do not start with functional reading comprehension skills or take pleasure in reading. This impact on engagement and progress as pupils cannot independently access a range of curriculum texts for meaning, learning or information.</p> <p>A significant number of pupils present with levels of anxiety based on previous failures that are debilitating, reducing academic resilience and self-confidence and increasing avoidance.</p>

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2 Numeracy	A significant proportion of pupils do not start with procedural fluency across the four operations and therefore conceptual understanding and progress through the curriculum is restricted by this lack of mastery.
3 Emotional resilience	Adverse Childhood Events (ACEs) and the highly correlated poor outcomes connected with these traumas are highly represented for our cohort. The ability to express feelings and develop an understanding of how thoughts, feelings and behaviour connect underpins our mantra – ‘Talking helps.’
4 Attendance	Consistent sustained attendance is a highly protective factor for our pupils in terms of educational achievement, wellbeing, and sense of belonging. Changes and challenges inside school and outside of school impact on attendance and support and challenge from school are designed to respond to these complex multi-faceted barriers.

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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
Phonic skills are developed for pupils with reading ages below 7:00 years	100% of pupils record progress on Fresh Start / That Reading Thing across three points December April and July 100% of pupils leave with a reading age of 10 years or above.
Reading comprehension is improved for pupils with reading ages 8:00 to 12:00 years.	Pupil comprehension and confidence is developed.
Reading comprehension and confidence is improved for pupils with functional reading ages 12 years + Pupils read / listen, discuss, and enjoy a rich range of texts	Curriculum planning in all subjects identifies key texts to be read/ read aloud/ consulted in each medium-term plan. Pupils review and report on texts via reciprocal reading summaries
Pupils develop fluency in the four operations of maths	Star Maths increase in % scores Flash Maths increase in speed and accuracy

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<p>Pupils are able to express their thoughts and feelings rather than acting these out.</p>	<p>10% reduction in RPI each half term. SDQ scores are used to provide support for individuals when and by whom Pupil feedback via Sense of Belonging Questionnaire February reflects that a strong sense of belonging to the school evidenced through relationships that support emotional meaning making. Exclusions remain low.</p>
<p>Whole school attendance is improved.</p>	<p>95% whole school</p>
<p>Attendance improves persistent absenteeism decreases</p> <p>Attendance for targeted individuals improves.</p>	<p>Attendance is close to national averages.</p> <p>Persistent absenteeism is close to national averages.</p> <p>90% of targeted pupils improve their attendance each targeted period – usually 6 weeks</p>

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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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Fresh Start Synthetic Phonics	EEF evidence suggests an SSP is a key factor supporting reading fluency. Given the starting points of many pupils, EEF KS2 research has also been consulted. https://educationendowmentfoundation.org.uk/projectsand-evaluations/projects/read-write-inc-and-fresh-start	1
Reciprocal Reading	EEF report https://d2tic4wvo1iusb.cloudfront.net/guidancereports/improving-literacy-in-secondaryschools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	
That Spelling Thing phonetic spelling Development	The EEF Literacy research highlights the importance of fluent spelling to support greater confidence in writing.	
Disciplinary literacy	EEF report https://d2tic4wvo1iusb.cloudfront.net/guidancereports/improving-literacy-in-secondaryschools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	

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CPD Staff team Solution Focused Coaching	https://www.uel.ac.uk/sites/default/files/simmonds-s-2019-a-critical-review-of-teachers-using-solution-focused-approaches-supported-by-educational-psychologists-educational-psychology-research-and-practice-5-1-1-8.pdf	3
<p>Maths Lead to develop and improve numeracy and maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with the teaching team and develop the quality of maths teaching through CPD.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	2

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Targeted academic support

Budgeted cost: £ 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured one to one support: Reading interventions which have recognised evidence base. Fresh Start That Reading Thing	Fresh Start EEF (educationendowmentfoundation.org.uk) That Reading Thing has been meeting the criteria of the Reading Framework (DfE 2021) since 2003.	1
Structured one to one support: Bespoke maths teaching support linked with in class learning and identification of gaps in knowledge.	Individualised instruction EEF (educationendowmentfoundation.org.uk) Supported through Maths lead	2

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Wider strategies

Budgeted cost: £ 37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Resilience Therapeutic support Drawing and Talking Story Links Cognitive Behavioural Approaches	Recognised interventions with evidence base and pre and post measures. Arts participation EEF (educationendowmentfoundation.org.uk) Solution Focused Brief Therapy - What Works for Children's Social Care (whatworks-csc.org.uk) The Use of CBT within Schools – Institute of Counselling blog	3
Attendance Transport facilitation to connect with parental support to facilitate improved access to school and partnership working. Public transport training for pupils. Involves release time for staff members.	School's own analysis of parental and pupil feedback. Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4
Wellbeing Sense of Belonging Events connected with The Big Four	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) All these experiences draw heavily on the five core SEL competencies described in the EEF guidance report -self-awareness, self-management, social awareness, relationship skills and responsible decision making A recent meta-analysis has found that school connectedness, or a sense of belonging, is a	3&4

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	key protective factor for children’s social-emotional and academic functioning.	
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Total budgeted cost: £20000 + £21000+ £37000 = £78000

Underspend of £668.00 to be used to provide individual support within a year given the complex needs of our population.

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 2022 to 2023 academic year.

Outcomes for disadvantaged pupils

To be updated April 2023

Externally provided programmes – Not Applicable

Service pupil premium funding – Not Applicable

Further information

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