

Website

Pupil Premium and Recovery

The Pupil Premium Grant is additional funding given to publicly funded schools to raise attainment of disadvantaged students and close the gap between them and their peers. This grant was introduced in 2011. In 2012-13 this was extended to include any students who have been eligible for free school meals at any point in the last six years (Ever 6 free school meals measure). Funding is also made available for students who are looked after by the local authority or children of service personnel. The grant allocation is based on the annual January school census data.

Additional information on Pupil Premium can be found here:

[https://www.gov.uk/government/publications/pupil-premium/pupil-premium.](https://www.gov.uk/government/publications/pupil-premium/pupil-premium)

At The Meadows we believe in supporting pupils to achieve both academically and socially. We understand that adverse childhood events are carried forward in life and that these traumas are significant, requiring careful, yet ambitious, support so that our pupils leave with skills and qualifications that affords them choice in their future careers.

At the heart of this is quality-first teaching, which is supported by a range of interventions and additional wider strategies to ensure that disadvantaged students can succeed. We currently use the Education Endowment Fund (EEF) toolkit research findings and other relevant published research to further support our pupils. Our strategies and spending follow the EEF suggested three-tiered approach. Regular assessment periods are calendared throughout the year to make certain that data informs analysis of impact and the planning cycle is focused on meeting pupil needs so that appropriate intervention is delivered in a timely way.

We are very much aware that many disadvantaged students face a plethora of barriers. The main challenges faced by our students are provided for in our action plan. Our disadvantaged cohort comprise 86% of our population (2022). This high proportion of young people informs our planning which is therefore, focussed at a whole school level, as those pupils who are not defined as disadvantaged represent only 14% (2022). Themes are highlighted below.

- Pupils have experienced significant difficulty in their lives leading to complex social and emotional and mental health needs; these set alongside missed education are factors that impede learning social development.
- Some pupils may enter with low levels of literacy and numeracy. This further hampers their learning as it is increasingly difficult to access secondary education without this solid foundation .
- Some pupils have poor attendance with some being persistently absent and these patterns are difficult to shift and are often founded on anxiety and experiences of failure.



Our action plan includes Pupil Premium and Recovery Premium spending. We have a three year strategic plan 2021 -2024 (academic years). This is reported on and updated annually.

The impact of spending from 2021-22 is documented with this learning feeding forward into 2022-23 Strategy.

Continuous evaluation takes place throughout the year and further information will be published at the end of the current academic year, which will focus on the period between September 2022 and summer 2023.

[Pupil Premium and Recovery Premium Strategy Statement 2021-2024](#)

[Impact Statement 2021-2022 -Pupil Premium and Recovery Action Plan](#)