

Impact Statement for 2021-2022 Pupil Premium and Recovery Action

This statement details our school's use of Pupil Premium and Recovery Premium for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged pupils.

It draws from our pupil premium strategy, details the intention of our spending and summarises the impact over the year 2021 -22

School overview

Detail	Data
School name	The Meadows
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	53 44 PP 9 PP+ CLA
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 -2024
Date this statement was first published Updated	October 2021 December 2021
Date on which it will be reviewed	September 2022
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 2021 -22 academic year	£43 930 (£955) 9 PP+ = £8595
Recovery premium funding allocation this academic year	£10 750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63 275

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.

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

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- 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 has an 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>
2 Numeracy	<p>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.</p>

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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.

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 December and April
Reading comprehension is improved for pupils with reading ages 8:00 to 12:00 years.	100% of pupils leave with a reading age of 10 years or above. December and April
Reading comprehension and confidence is improved for pupils with functional reading ages 12 years +.	Pupil comprehension and confidence is developed. December and April
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 Spring February, April, and July.
Pupils develop fluency in the four operations of maths	Star Maths increase in % scores February Flash Maths increase in speed and accuracy July
Pupils are able to express their thoughts and feelings rather than acting these out.	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.

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Whole school attendance is improved.	92% whole school termly review December April and July.
Persistence absenteeism is reduced.	By 6 % for the whole school each term.
Persistent absenteeism is close to national averages.	Average across 2016 -2018 pre Covid 14% mainstream 29% special 25 % given the impact of Covid on stability.
Attendance for targeted individuals improves.	90% of targeted pupils improve their attendance each targeted period – usually 6 weeks.

Activity in this academic year

This details how we spent our Pupil Premium and Recovery Premium funding **academic year 2021 -22** to address the challenges listed above.

Teaching

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD 2 Key staff Fresh Start Synthetic Phonics	An SSP with associated resources. EEF evidence suggests an SSP is a key factor in supporting reading fluency. Given the starting points of many pupils EEF KS2 research has also been consulted. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/read-write-inc-and-fresh-start	1

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CPD Staff team That Spelling Thing Structured framework to support phonetic spelling development based on linguistic phonics approaches	The EEF Literacy research highlights the importance of fluent spelling to support greater confidence in writing.	1
CPD Staff team Reciprocal Reading	EEF report https://d2tic4wvo1iusb.cloudfront.net/guidancereports/improving-literacy-in-secondaryschools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	1
CPD Staff team Disciplinary literacy	EEF report https://d2tic4wvo1iusb.cloudfront.net/guidancereports/improving-literacy-in-secondaryschools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	1
CPD Staff team Structured talk	EEF report https://d2tic4wvo1iusb.cloudfront.net/guidancereports/improving-literacy-in-secondaryschools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	1 and 3

Targeted academic support

Budgeted cost: £ 31 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured one to one support: 20 sessions per week.</p> <p>Reading interventions which have recognised evidence base.</p> <p>Fresh Start: That Reading Thing.</p>	<p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>That Reading Thing has been meeting the criteria of the Reading Framework (DfE 2021) since 2003.</p>	<p>1</p>
<p>Structured one to one support</p> <p>5 sessions per week</p> <p>Bespoke teaching support linked with in class learning and identification of gaps in knowledge.</p> <p>Maths Catch up</p>	<p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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Wider strategies

Budgeted cost: £ 29 520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Resilience Therapeutic support 12 sessions per week Solution Focused 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 Home visiting and transport 3 sessions per week Transport facilitation and staff support through home visits can facilitate improved access to school	School's own analysis of parental and pupil feedback.	4
Wellbeing Sense of Belonging Events Animal Antics Music Festival Film Festival Outdoor Adventure Sports Week Sense of Belonging Questionnaire	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 key protective factor for children's social-emotional and academic functioning.	3&4

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Total budgeted cost: £2 000 and £31 350 and £29 520

Total = £ 62870

Underspend £405 - money used to meet individual transport needs to facilitate school attendance.

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 2021 to 2022 academic year.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments. DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Key stage 4 results and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The impact of COVID-19 on attendance, behaviour, wellbeing, and mental health continued to affect pupils to varying degrees. As with academic outcomes, the impact of all these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

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Intended outcome	Success RAG rated
<p>Phonic skills are developed for pupils with reading ages below 7:00 years</p> <p>Reading comprehension is improved for pupils with reading ages 8:00 to 12:00 years.</p> <p>Reading comprehension and confidence is improved for pupils with functional reading ages 12 years +</p> <p>Pupils read / listen, discuss, and enjoy a rich range of texts</p>	<p>Reading has a strong focus in school pupils are supported to</p> <ul style="list-style-type: none"> ● Learn to read ● Read to learn ● Love Reading <p>77% of pupils record progress on Fresh Start / That Reading Thing</p> <p>89% of pupils leave with a reading age of 10 years or above.</p> <p>Pupil comprehension and confidence is developed.</p> <p>Curriculum planning in all subjects identifies key texts to be read/ read aloud/ consulted in each medium-term plan.</p> <p>Accelerated Reading supports pupils reading a range of texts.</p>
<p>Pupils develop fluency in the four operations of maths</p>	<p>Operations speed accuracy and fluency is only evidenced through staff assessment not standardised testing.</p>

<p>Pupils are able to express their thoughts and feelings rather than acting these out.</p>	<p>Reduction in Restrictive Physical Intervention each half term. 2018 -19 data set compared with 2021 – 22 Reduction of 42 Comparisons are difficult due to size of cohort and as such not comparing like with like due to population of students and needs. Pupil feedback Sense of Belonging Questionnaire 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>92% aim 84.6% overall attendance</p>
<p>Persistence absenteeism is reduced and is close to national averages. Attendance for targeted individuals improves.</p>	<p>46.7% persistent absence This is down on school data from 2018 – 2019 The majority of targeted pupils improved their attendance although this was not sustained</p>

Externally provided programmes – Not Applicable

Service pupil premium funding – Not Applicable

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Further information

Learning from 2021- 22

A focus on daily reading and developing functional skills through Vertical Tutor Groups is working well evidenced through learning visits and standardised data. This will continue and be supported by ongoing CPD to develop teacher's knowledge and skills.

Targeted support for pupils who have not grasped the basics of decoding and sight recognition has to date been less successful. This is understood to be connected to Covid and the lack of consistency caused by systemic issues of staff absence and timetabling. We have learned that where support has worked well pupils want to engage in the intervention and have been supported to actively make a choice to participate and sessions have been daily and lasted for two terms.

Numeracy development through Vertical Tutor Groups has not developed as hoped. To support staff and pupil development additional expertise has been identified and recruited.

Support for identified pupils in relation to building their emotional and academic resilience has impacted positively evidenced through a reduction in incidents. Resilience and stability remain areas impacted by COVID and require ongoing support; these factors are understood to be closely connected with attendance.

Attendance has been significantly impacted on by the pandemic and persistent absenteeism has been identified as an ongoing focus. Anxiety in connection with COVID is a current issue and complex home issues have impacted resulting in a fragmented experience for some learners. Close, coherent home school contact has been developed to support a positive connection with families and carers and address the connected emotional needs.