

MEADOWFIELD SCHOOL

Planned Pupil Premium Funding 2018-
2019 & Outcomes of Pupil Premium
Funding 2017 - 2018

Pupil Premium Budget 2018-2019:

The total projected Pupil Premium budget for 2018 – 2019 is estimated at £101,165 this is based on £87,065 (*'Pupil premium final allocations 2018-2019 by school'* GOV.UK Education Funding Agency June 2018) plus £13,800 for post LAC pupils and £300 for one service family pupil based on pupils on roll in the January census.

Pupil Premium is allocated to schools for pupils entitled to free school meals (FSM) or who have been entitled to free school meals in the previous six years, known as Ever 6; pupils previously a child in care (post LAC) but now no longer a child in care through adoption, residency order, special guardianship or child arrangement order; pupils from Service families currently serving or having done so in the previous six years, Ever 6. The pupil premium funding for pupils in care is held by the Virtual school for each authority.

Pupil premium rates for FSM/Ever 6 primary pupils are £1320.

Pupil premium rates for FSM/Ever 6 secondary pupils are £935.

Pupil premium rates for Post LAC is £2300

Pupil premium rates for service families are £300.

At Meadowfield School, according to the above referenced document the total pupil premium funding is made up from

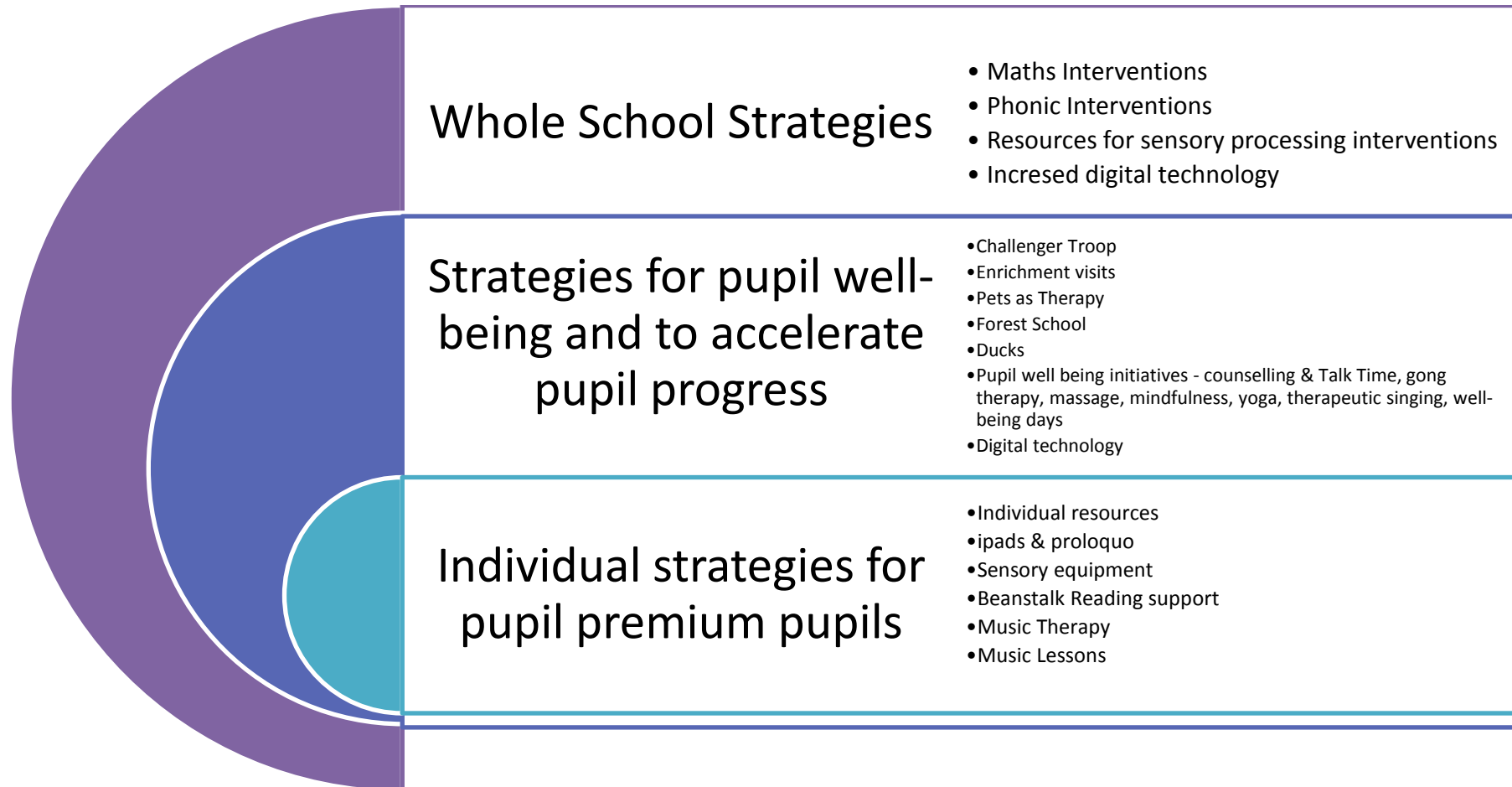
- £58,080 for primary pupil entitled to FSM/Ever 6 (33.3% of the primary pupils)
- £28,985 for secondary pupils entitled to FSM/Ever 6 (37.8% of the secondary pupils)
- £13,800 post LAC pupils (2% of the school population Yr R to Yr11)
- £300 service family pupil

The pupil premium funding is used to support:

- Whole School Strategies
- Strategies to accelerated progress for both Pupil Premium and non-pupil premium pupils.
- Specific individual strategies for pupil premium pupils.

Any intervention implemented must have an expected impact which will be evaluated and reported against at the end of the academic year. Progress of all pupils entitled to pupil premium funding is tracked termly to monitor and evaluate the impact of the interventions.

Meadowfield School Pupil Premium 2018-2019



Meadowfield School 2018 – 2019 planned interventions

Expected budget:

Intervention	Aspect	Expected Cost	Number of PP pupils	Expected Impact	Effectiveness of Impact (based on EEF – see page 6)
Maths Intervention – Dynamo maths	Accelerated Learning for both PP and non PP pupils	£500	38	Outcomes for maths in Yr 11 and Yr 6 will be maintained with 100% of pupils achieving or exceeded expected outcomes.	*****
Extending Phonic Interventions	Whole School	£20,100	30 Lower school and 20 secondary receiving individual sessions, all Lower school access class sessions	Progress in reading and writing is sustained. The number of pupils accessing the Phonics screening test is maintained. In secondary outcomes in accreditation is sustained.	*****
Extending range of sensory processing resources	Whole school	£2000	All pp pupils	Sustained improvement in core skills and reduced behavioural incidents.	
Challenger Troop	Accelerated Learning for both PP and non PP pupils	£1440 per pupil	9 attending	B'Tec Level 1 qualification to be achieved by all pupils. Improved self-esteem, well-being and engagement resulting in improved progress in core subjects. Reduction in behavioural issues which previously impacted on learning.	***
Forest School	Improved communication and well-being impacting positively on learning.	£200 per session = £7600 Two sessions per week = total	16 pupils attending, 8 PP	Improved communication skills. Improved peer interactions. Positive impact on self-esteem leading to positive impact on all learning. Improved self-regulation of behaviour resulting in improved engagement in learning.	***

		£15,200			
Counselling & Talk Time and resources for well-being interventions – yoga, massage, gong therapy (additional gong), mindfulness training for staff	Improved well-being positively impacting on learning for both PP and non PP pupils	£6000.00	Talk time extended to Lower school. Up to 8 pupils accessing Counselling.	Talk time was extended to Lower school as a result of anxiety over transition. There was such a positive impact this is being maintained with an expected outcome of reducing anxiety which will result in more positive engagement in learning. Counselling will enable pupils going through traumatic life events to manage these with reduced impact on learning.	****
Music Lessons	Accelerated learning for both PP and non PP pupils	£4000	36	Improved well-being and engagement resulting in progress across all core subjects. Access to music accreditation and performance opportunities.	***
Music Therapy	PP pupils	£3000	8	Improved focus in learning resulting in progress in core subjects. Improved communication skills, reduction in behavioural incidents.	
Enrichment visits including Science Boffins and Happy Puzzle company	Accelerated learning for both PP and non PP pupils	£1200	All secondary and KS2 in Lower school	Access to curriculum enrichment visit resulting in deeper engagement in learning and accelerated progress particularly in Science and maths	
Beanstalk reading support	Individual	£200	4	Accelerated progress in reading, improvement in well-being and in spoken language.	****
Ducks	Whole school with a focus on secondary pupils.	£500	All PP pupils	Improved communication skills. Positive impact on well-being caring for animals. Improved empathy and care skills. Improved engagement in learning.	****
Digital technology	Whole school – introduction of Media studies – increased number of ipads and media software	£5000	All PP pupils in secondary	Positive engagement in learning beyond media studies lessons. Improved literacy skills including communication skills	****

Meadowfield School 2017 – 2018 Interventions and outcomes

Intervention	Aspect	Cost	Number of PP pupils	Impact	Effectiveness of Impact (based on EEF – see page 6)
Phonic Interventions	Whole School	£20,052	30 receiving individual sessions, all access class sessions	<p>Accelerated progress in reading and writing sustained in Lower School. Significant improvement in outcomes for pupils at the end of KS4 bringing English outcomes in line with Maths for the first time.</p> <p>Seven pupils took the phonic screening test, five in year 1 and two in Year 2. In year 1 all pupils recorded a score with three achieving the national expected score. In year 2 both pupils recorded a score with one pupil achieving the national expected score. After the window for testing closed one reception pupil was given the test, this pupil scored 32, the national expected score at Year 1.</p>	****
Dynamo Maths intervention	Whole School	£500	All secondary pupils plus 10 – 15 Lower school pupils	<p>All pupils entered into Maths Entry Level certificate (8/10) achieved an outcome of Entry Level 3. Nine of the ten pupils achieved outcome above expected from their start point, one pupil achieved expected outcome.</p> <p>In Lower School all pupils entitled to pupil premium achieved expected of above expected outcomes at the end of Year 6 with 78% achieving above expected outcomes.</p> <p>Overall the whole Year 6 cohort 83% achieved above expected outcomes with 17% achieving expected outcomes, 35% of the cohort achieved rates of progress in-line with mainstream expectations from their start</p>	

				points.	
Challenger Troop	Accelerated Learning for both PP and non PP pupils	£6,300	9 attending	All pupils attending Challenger troop achieved a B'Tec Level one in Personal development, communication and team work. Where pupils had previously has challenging behaviour there has been a reduction in behaviour incidents. There has been a significant improvement in communication between pupils which has contributed to the reduction in behavioural incidents, pupils are more confident and more resilient to challenge enabling them to persist when facing academic challenges.	***
Counselling & Talk Time	Improved well-being positively impacting on learning for both PP and non PP pupils	£5,800	Talk-time available for all secondary pupils. Numbers accessing counselling will depend on need.	Pupil well-being in school is a high priority; strategies are in place to support mental health reducing negative impact on learning. All pupils have been monitored against the Leuven scales termly, any pupil identified with low well-being will be assessed using the Boxall profile and strategies implemented. Pupils know that seeking help early will enable them to manage own well-being more effectively in the future. Pupils have self-referred to talk time throughout the year and as a result there has been an improvement in pupil mental health. In addition each department has held a well-being day enabling pupils to have taster sessions of a number of interventions including yoga, mindfulness, massage, gong therapy. As a result Sixth Form and the IMPACTS faculty are implementing a weekly well-being session, termly well-being days will continue for lower school and Sixth Form. Over the academic year 6 pupils have benefitted from full 1:1 counselling for as long as they have required it. Over this academic year there have been no crisis incidents linked to mental health.	****
Music Lessons	Accelerated Learning	£3842	36	Eight pupils in Year 10/11/12 have achieved WJEC	

	for both PP and non PP pupils			units. One pupil entered into the copper music exam achieved excellent in all areas. All pupils who take music lessons performed in school for parents/carers twice in the academic year. Twelve pupils participated in the KSENT launch event performing to senior members of school management from across Kent.	
Music therapy	PP pupils	£1566	8	All pupils participating in music therapy have achieved their targets in the core subjects.	
Forest School	PP & non PP pupils	£7500	10	All pupils have shown improved engagement in learning through more positive self-esteem and self – confidence which has impacted positively on their outcomes. Two non-verbal pupils have begun to communicate with adults to express their wants and needs while at the woodland. There have been a significant reduction in behavioural incidents in this cohort and pupils are better able to self regulate.	***
Enrichment visits including Science Boffins & Happy Puzzles company	Accelerated Learning for both PP and non PP pupils	£2,500	74	Curriculum enrichment visits have included the Happy Puzzle company and science Boffin at the end of last academic year, the impact continued into this academic year contributing to improved accreditation outcomes in science and maths. The 'Duck Project' involved buying in an incubator and eggs to enable pupils to directly see duck hatching and carry out the follow up care. Pupils became so involved in caring for the ducklings the principal agreed to keep the ducks. Pupils have been involved in daily care of the ducks and planning for their future needs. pupils have used their core English and maths skills in this and have developed their care, empathy and communication skills. This will be an on-going project.	

Pupil well-being – morning milk and bananas for KS 1 pupils	Accelerated Learning for both PP and non PP pupils	£350		The increase in well-being interventions particularly sensory circuits eliminated the need for this intervention.	
Individual printing allowance	Individual	£200	1	This pupil left the school in the Autumn term as parents wished to home educate	
Beanstalk reading support	Individual	£215	6	Pupils supported by the Beanstalk reading supporter all made accelerated progress in reading.	
Gongs for Gong Therapy	All pupils in IMPACTS classes	£1000	28	<p>“Gong therapy can help with numerous issues such as tension, stress. Sound can penetrate where other therapies can’t, making people feel relaxed and re-energised”</p> <p>This focused well-being intervention for pupils with PMLD resulted in improved engagement and focus with a positive impact on all learning. Gong therapy sessions were also offered to parents and staff to improve well-being. In 2018/19 a trial will take place with a cohort of pupils with sleep difficulties to assess if there can be a positive impact on sleep.</p>	****
Extending sensory processing resources	Whole School	£1000		The impact of regular sensory processing activities throughout the day is evident in the outcomes for pupils in Lower School. In addition there has been a reduction in behavioural incidents triggered by sensory overload which is impacting positively on learning.	****

The Sutton trust has developed a tool kit into the impact of interventions. The tool kit assist the evaluation of the value for money.

The research is based on mainstream school interventions, some of the more specialized interventions implemented at Meadowfield School are not included.

Evidence estimates are based on: the availability of evidence (i.e. the number of systematic reviews or meta-analyses and the quantity of primary studies which they synthesise); the methodological quality of the primary evidence; the magnitude of the impact (in terms of effect size); and the reliability or consistency of this impact across the studies reviewed.

Rating	Description
★	<i>Very limited:</i> Quantitative evidence of impact from single studies, but with effect size data reported or calculable. No systematic reviews with quantitative data or meta- analyses located.
★★	<i>Limited:</i> At least one meta-analysis or systematic review with quantitative evidence of impact on attainment or cognitive or curriculum outcome measures.
★★★	<i>Moderate:</i> Two or more rigorous meta-analyses of experimental studies of school age students with cognitive or curriculum outcome measures.
★★★★	<i>Extensive:</i> Three or more meta-analyses from well controlled experiments mainly undertaken in schools using pupil attainment data with some exploration of causes of any identified heterogeneity.
★★★★★	<i>Very Extensive:</i> Consistent high quality evidence from at least five robust and recent meta-analyses where the majority of the included studies have good ecological validity and where the outcome measures include curriculum measures or standardised tests in school subject areas.

Interventions analysed by the Sutton trust are mainstream interventions and therefore caution must be applied when using the Sutton trust to predict evaluations in a special school setting. Further information about the Sutton Trust Education Endowment Foundation Tool kit can be found at:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Meadowfield School Pupil Premium 2017-2018 Impact

Pupils achieving expected or above expected progress measured against their annual target in 2017/2018.

English and Maths	% of pupils achieving expected and above expected progress who are in receipt of pupil premium.	% of pupils achieving expected and above expected progress who are <u>not</u> in receipt of pupil premium	Difference
Reading	77%	70%	Gap of -5 is now a gap of +7
Writing	63%	68%	Same gap as last year
Maths	74%	77%	-3 from -4

English and Maths	% of pupils achieving expected and above expected progress who are in Local Authority care	% of pupils achieving expected and above expected progress who are <u>not</u> in Local Authority care	Difference
Reading	77%	79%	-2 from +9
Writing	78%	70%	+8 from +3
Maths	89%	75%	+14 from +9

This analysis shows that pupils entitled to pupil premium pupils are overall achieving as well as their peers. The gap in reading has been reversed and pupil premium pupils are achieving better than their peers. The gap in writing has not closed but has not been reduced either, writing will continue to be a focus area for the coming year, The gap in maths has closed slightly. Year 11 accreditation outcomes are showing that there is no difference between the cohorts with 90% of pupils achieving above expected outcomes.

Pupils in Local Authority care have made significant improvements and are now achieving better than their peers writing and maths. There is a small gap in reading which is linked to the pupils in Year 10, this could be a result of the pupils being on Challenger Troop the benefits of which have been in increased self-confidence, resilience and self regulation, this group will be targeted in the coming year.

Tracking of progress towards end of Key stage Above Expected Progress end of Year 2

Key Stage 1

	% of pupils in receipt of pupil premium on track to expected and above Expected progress	% of pupils not in receipt of pupil premium	Difference
Reading	57%	100%	-43 from +34
Writing	50%	57%	-7 from +66
Maths	63%	57%	+6 from +33

There are no Child in Care pupils in Key Stage 1.

There seems to be a significant reversal in achievement between this pupil premium cohort and the previous year. The pupil premium cohort is 36%. This cohort is unusual in that 64% have a primary need of ASD, this was the cohort that triggered a change in the curriculum in order to better meet sensory needs. Since the implementation of that curriculum change all pupils have made significant progress, however one pupil premium pupil has experienced a significant loss in vision which has impacted on all learning, two have been through periods of significant challenging behaviour, which impacted on learning but strategies implemented have enabled the pupils to re-engage in learning. This cohort will be continue to be monitored closely in the new academic year.

Key Stage 1-2

Tracking of progress towards end of Key stage Above Expected Progress end of Year 6

	% of pupils in receipt of pupil premium on track to above expected	% of pupils not in receipt of pupil premium	Difference
Reading	78%	83%	-5 from +40
Writing	78%	85%	-7 from +6
Maths	78%	85%	-7 from + 40

The pupil premium cohort is 39%.

This data is showing that although pupil premium pupils appear to be doing slightly less well those pupils not achieving above expected outcomes in both cohorts are those pupils who started in either years 5 or 6. If these pupils are removed from the data then both cohorts are equal. The gap for the non-pupil premium pupils to their pupil premium peers from last year has closed.

	% of CiC pupils on track to above expected	% of pupils not CiC	Difference
Reading			
Writing			
Maths			

There are two CiC pupils in year 6 who both started at the beginning of year 6; they both achieved above expected outcomes based on the Pupil Asset algorithm in reading and maths. In writing one achieved expected and one above expected.

Key Stage 2-4

Tracking of progress towards end of Key stage Above Expected Progress end of Year 11

	% of pupils in receipt of pupil premium on track to above expected	% of pupils not in receipt of pupil premium	Difference
English	83%	75%	+8 from +19
Maths	67%	100%	- 23 from -18

The Year 11 cohort is small with just 10 pupils, the split between pupil premium and non-pupil premium is 60%/40% and the data needs to be viewed in this context.

There has been a further significant improvement in the percentage of PP pupils on track to above expected outcomes in English. There is still seems to be a gap in maths but this is due to the small numbers.

There are no CiC pupils in this cohort.

Attendance

Average % attendance pupils in receipt of Pupil Premium	Average % attendance pupils not in receipt of Pupil Premium
90.4%	88.9%

Attendance for pupil premium pupils is now better than their peers from a position of equal attendance in the previous year.

Impact of interventions 2017 – 2018

The systematic implementation of phonic schemes has maintained improvements in reading across the whole school with a particular impact now evident in secondary department and in accreditation outcomes for year 11.. A range of phonic schemes are in place to meet the learning styles of all pupils, these include Letters and Sounds, Sounds Write and See & Learn, Attention Autism strategies have also been implemented to improve engagement with younger pupils. A framework has been written by Meadowfield staff to enable progress in phonics to be tracked on Pupil Asset. The school entered 7 pupils for the Year 1 and Year 2 resit statutory Phonic Screening test, all pupils recorded a score; 3 pupils in Year 1 and 1 pupil in Year 2 achieve the national expected score of 32 or above.

When comparing accreditation outcomes in English pupil premium pupils achieved a higher percentage of Entry Level 3 outcomes than their non-pupil premium peers. In Maths all pupils entered for Entry level certificate achieved a level 3.

The Accelerated reading scheme is now embedded within the secondary department; the purchase of new texts along with technology has raised the profile of reading. In English more pupil premium pupils are now achieving above expected than their peers for the first time. The gap has widened a little in maths and closing this gap will be a focus of the next academic year.

Ipads will continue to be targeted for specific pupils to extend learning and develop independent learning opportunities.

Nine pupils accessed Challenger Troop this year. In addition to achieving a St John's First aid qualification, Bronze and silver navigation awards all have achieved a B'Tec Level 1 qualification all pupils have improved their communication skills, developed leadership and

self-management skills as well as demonstrating courage, determination and resilience. There continues to be a great enthusiasm from younger pupils wishing to participate in Challenger Troop.

Individual music lessons and music therapy sessions and the opportunity to play publicly at assembly and to other audiences has improved pupil confidence, self-esteem and wellbeing, as a result overall progress has improved. Pupils attending individual music lessons have made progress in their music skill levels. All pupils entered for external exams in music has achieved these.

Forest School started in September 2017, the same cohort has accessed weekly Forest school sessions across the academic year. There has been a significant improvement in engagement in learning through reduced behavioural incidents for this group. Two non-verbal pupils have now started to engage with adults both at forest school and back in class which is impacting on all learning. Forest school sessions will continue and increase to enable more pupils to participate. A member of Meadowfield staff is training as a forest school leader so that by summer 2019 we will be able to have daily Forest school sessions enabling all pupils to participate.

Gong Therapy: two members of staff participated in training at level 2 which enables them to deliver Gong Therapy sessions. Sessions have been run as part of well-being days and for staff and parents. A specific trial will take place during 2018-2019 with pupils with sleep difficulties to try to improve sleep and therefore engagement in learning. There will be weekly sessions for pupils with PMLD as part of their weekly well-being session as well as being part of the regular well-being days. Sessions for staff and parents will continue.

Curriculum enrichments offsite visits provided an inspiring stimulus for work across a range of curriculum subjects; this resulted in improved outcomes across the core subjects but particularly in writing. In the summer term pupil premium provided the funds to buy in a hatchery, pupils were able to witness ducklings hatching and take responsibility for caring for them. A wide range of learning evolved from this with a particular focus on communication skills and PHSE. All classes had regular opportunities to visit the ducking and in response to a very strong pupil voice across the school the duckling were kept. Pupil premium has funded the development of the ducks enclosure which the pupils has an input into creating. Pupils will continue to take responsibility for caring for the duck developing their care and empathy skills along with communication, writing and maths skills.

Where pupil premium funding has been used to purchase specific equipment for identified pupils all pupils have made accelerated progress.

Pupil Premium 2018 – 2019

The established interventions which are making a positive impact on pupil progress will continue to be funded through pupil premium, these include:

- Phonic interventions
- Challenger Troop
- ipads, Kindles and vouchers
- Music lessons and music therapy
- Writing interventions
- Reading interventions
- Maths interventions
- Enrichment visits
- Counselling and Talk time
- Beanstalk reading intervention
- Forest School
- Additional gong to increase the number of Gong Therapy sessions.

New interventions will include:

- Additional maths interventions and resources
- Continued care for Ducks
- Individual equipment and resources as identified from pupil progress meetings.
- Increased range of digital technology
- Extending Talk Time to Lower school pupils

Information

Pupil premium is Government Funding paid to schools to reduce the attainment gap between specific vulnerable groups and their peers.

- Pupils entitled to free school meals at any time during the last 6 years.
- Pupils adopted from care on or after 30/12/05 and pupils under a Special guardianship or Child Arrangement Order
- Pupils in Local authority care (pupil premium funding is managed by the Local Authority with responsibility for the pupil in liaison with the school).
- Pupils of a parent/s serving in the Armed Forces at any time in the previous 6 years.

Does my child qualify for pupil premium?

If your child meets any of the above criteria or if you receive any of the following support payments, your child may be entitled to free school meals please contact the school office for further information and an application form, with your permission the Office Manager can make the application on your behalf.

- Income Support
- Income based Jobseekers Allowance.
- Income related Employment and Support Allowance
- The guaranteed element of State Pension Credit.
- Child Tax Credit (providing you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,900)
- Working Tax Credit run-on – paid 4 weeks after you stop qualifying for Working Tax Credit.
- Universal credit.

We appreciate that many pupils at Meadowfield School have particular dietary requirements. Registering your child for Free School meals does not mean your child has to take a school meal but does enable the school to access the funding to provide to a range of additional resources and support.