

MEADOWFIELD SCHOOL

Planned Pupil Premium Funding 2019-
2020 & Outcomes of Pupil Premium
Funding 2018 - 2019

Pupil Premium Budget 2019-2020:

The total projected Pupil Premium budget for 2019 – 2020 is estimated at £102,485 this is based on £88,385 (*'Pupil premium final allocations 2019-2020 by school'* GOV.UK Education Funding Agency June 2019) plus £13,800 for post LAC pupils and £300 for one service family pupil based on pupils on roll in the January 2019 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

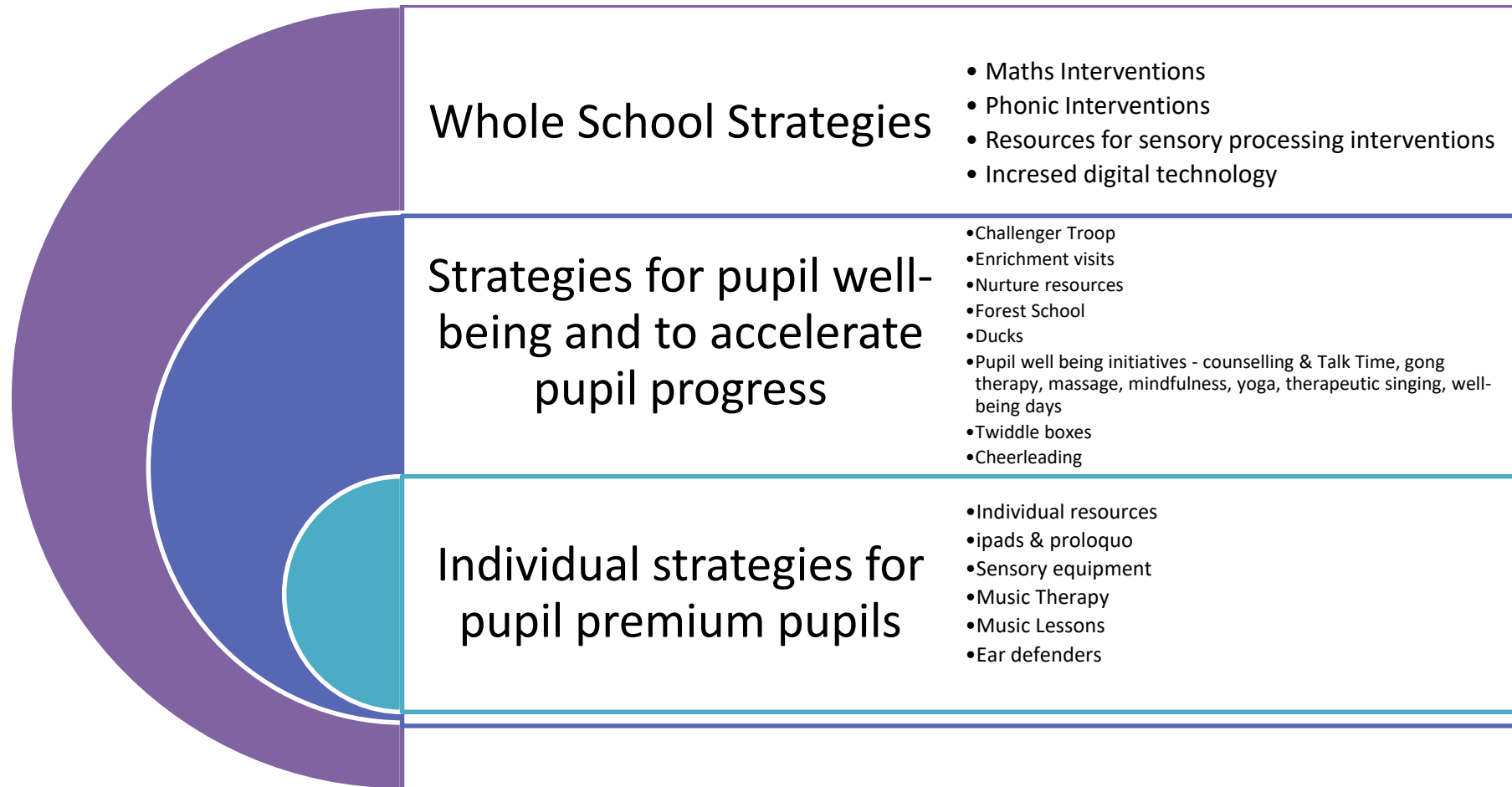
- £59,400 for primary pupil entitled to FSM/Ever 6 (32% of the primary pupils)
- £28,985 for secondary pupils entitled to FSM/Ever 6 (31% of the secondary pupils)
- £13,800 post LAC pupils (2% of the school population Yr R to Yr11)
- £300 service family pupil

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 2019-2020



Meadowfield School 2019 – 2020 planned interventions

Expected budget: £87,000 – Twiddle

When planning interventions the Education Endowment Foundation Toolkit is used as a guide to the effectiveness of interventions, not all interventions used at Meadowfield School are referenced within the toolkit. Where there is a reference link our interventions are referenced with the *in the end column of this table.

Intervention	Aspect	Expected Cost	Number of PP pupils	Expected Impact	Effectiveness of Impact (based on EEF – see page 6)
Maths Intervention – increasing Numicon resources and wider maths resources with a focus on money & time	Accelerated Learning for both PP and non PP pupils	£1000	76	Outcomes for maths in Yr 11 and Yr 6 will be maintained with 100% of pupils achieving or exceeded expected outcomes. If appropriate pupils to access Yr 4 Multiplication test and KS1 and KS2 SATS	*****
Extending Phonic Interventions	Whole School	£20,100	45 Lower school and 31 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. Lower school pupils to access KS1 and KS2 SATS is appropriate. In secondary outcomes in accreditation is sustained.	*****
Extending reading resources	Whole school	£2,000			
Extending range of sensory processing resources	Whole school	£2000	All pp pupils	Sustained improvement in core skills and improved well-being	
Challenger Troop	Accelerated Learning for both PP and non PP pupils	£1440 per pupil = £12,960	9 attending 5 x FSM 3 x CiC 1 x not FSM	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.	£300 per week x 35 weeks = £10,500	Running 3 days all pupils to have the opportunity over the academic year.	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.	***
Counselling & Talk Time and resources for well-being interventions – yoga, massage, gong therapy, additional gong and staff training.	Improved well-being positively impacting on learning for both PP and non PP pupils	Talk Time & counselling £3000 Gong training & additional gong £6000 Well-being day resources £1000 Total 10,000	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, Theatre trips and	Accelerated learning for both PP and non PP pupils	£4000	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	

Local places of interest					
Ducks	Whole school with a focus on secondary pupils.	£1000	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 – extending Media studies – increased number of ipads and media software	£5000	All PP pupils in secondary. Individual PP pupils in Lower school	Positive engagement in learning beyond media studies lessons. Improved literacy skills including communication skills	****
Magic Breakfast resources (milk and spread)	Whole school	£1,500		Improved focus and engagement in learning. Pupils will meet or exceed communication targets. SEMH targets will be achieved. Pupil well-being outcomes will be moderate and high.	*****
Early Years resources across Lower school	Lower School PP & non PP	£10,000	161 pupils	Role play resources to improve communication skills. Outdoor learning resources to enhance learning in reading, writing, maths and science Sensory based resources to improve engagement in learning.	****

Meadowfield School 2018 – 2019 Interventions and outcomes

Intervention	Aspect	Expected Cost	Number of PP pupils	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 have been maintained. Accreditation outcomes for Year 11 pupils are 67% above expected and 33% expected. One pupil	*****

				in KS1 took SATS achieving an outcome of 2 marks off national expected standard.	
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. Ten pupils took the phonic screening test from Years 1 and 2; four pupils achieved the national expected score, two were 1 and 5 points of national expected, the other four score low points. In secondary outcomes in accreditation is sustained and English outcomes are now in-line with maths for the first time.	*****
Extending range of sensory processing resources	Whole school	£2000	All pp pupils	Sustained improvement in core skills . Improved well-being which is evidenced through reduced behavioural incidents.	
Challenger Troop	Accelerated Learning for both PP and non PP pupils	£1440 per pupil	9 attending	B'Tec Level 1 qualification 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 £15,200	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.	***
Counselling & Talk Time and resources for well-being interventions – yoga, massage, gong therapy (additional	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.	Pupils managed transition very positively. Parents reported no high levels of anxiety. Counselling has enabled pupils going through traumatic life events to manage these with reduced impact on learning.	****

gong), mindfulness training for staff					
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. Pupil feedback in Annual reviews is very positive about Science, parents report that pupils are telling them about their learning in science.	
Beanstalk reading support	Individual	£200	4	Beanstalk did not happen due to the Beanstalk reading support person leaving and the organisation failing to find us another volunteer.	****
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. Wildflowers achieved the RSPCA Compassionate Class award	****
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 Pupil feedback is very positive about Media Studies. Behaviour analysis shows no behaviour incidents in Media Studies	****

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 2018-2019 Impact

Pupils achieving expected or above expected progress measured against their annual target in 2018/2019.

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	85%	90%	Gap of -5 from +7
Writing	85%	82%	Gap of +3 from =
Maths	83%	82%	Gap of +1 from -3

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	92%	82%	Gap of +10 from -2
Writing	95%	76%	Gap of +19 from +8
Maths	100%	73%	Gap of +27 from +14

This analysis shows that pupils entitled to pupil premium pupils are overall achieving as well or better than their peers. The gap change in reading reflects the position from two years ago and while it is not statistically significant further interventions need to be monitored closely. The gap in writing has been reversed with pupil premium pupils achieving better than their peers reflecting the writing focus across the year. The gap in maths has significantly reversed with pupil premium pupils achieving significantly better than their peers.. In Year 11 accreditation outcomes 100% of pupil premium pupils achieved above expected outcomes in both English and Maths against 50% non-pupil premium pupils in English and 40% in maths.

Pupils in Local Authority care have made significant improvements and are now achieving better than their peers in all strands closing the gap from last year in reading.

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

Key Stage 1

	% of pupils in receipt of pupil premium on track to above expected progress	% of pupils not in receipt of pupil premium	Difference
Reading	88%	72%	+16 from -43
Writing	88%	72%	+16 from -7
Maths	88%	85%	+3 from +6

The pupil premium cohort is 56%

The gaps between the pupil premium and non-pupil premium cohorts from last year have been reversed. This reflects the interventions implemented particularly around reading and phonics, the whole school writing interventions and the close and robust monitoring of in-year progress towards targets.

There are no Child in Care pupils in Year 2

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	83%	75%	+8 from -5
Writing	83%	87%	-5 from -7
Maths	50%	87%	-37 from -7

The pupil premium cohort is 43%.

This data is showing that the gap in reading has closed and the gap in writing is reduced, however the gap in maths has extended again and this needs to be addressed through focused interventions.

There are no CiC pupils in year 6

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	80%	50%	+30 from +8
Maths	40%	40%	Equal from -23

The Year 11 cohort is relatively small with 15 pupils, the split between pupil premium and non-pupil premium is 34%/67% and the data needs to be viewed in this context.

There are three CiC pupils in this cohort the data should be viewed in the context of the small numbers

	% of CiC pupils achieving to above expected	% of pupils not CiC	Difference
English	67%	58%	+9
Maths	34%	42%	-9

Attendance

Average % attendance pupils in receipt of Pupil Premium	Average % attendance pupils not in receipt of Pupil Premium
89.7%	88.9%

Attendance for pupil premium pupils has remained better than their peers maintaining the improvement from the previous year. The above data includes pupils with persistence absence due to medical reasons.

Impact of interventions 2018 – 2019

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. Six Year 1 pupils took the phonic screen test, the national expected score was 32; three pupils achieved or exceeded a score of 32. Two of the other three pupils did not record a score and one scored 3. Four Year 2 pupils re-took the phonic screening test, one achieved the national expected score and two achieved scores of 31 and 27 and one did not record a score, these outcomes evidence of the impact of the phonics intervention.

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 continue to achieve above expected than their peers maintaining the sustained improvement over the last five years. In maths The gap has closed but the percentage of both cohorts achieving above expected is low so raising outcomes in maths will be a focus of the next academic year.

Ipads will continue to be targeted for specific pupils to develop communication, 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, which started in September 2017, has been a great success; 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.. A member of Meadowfield staff is now trained as a Forest School leader and a more local environment has been identified. Forest School will run three days per week, all Lower school classes will access Forest school over the academic year.

Gong Therapy: Sessions have been run as part of weekly well-being sessions for pupils in IMPACTS classes as well as during well-being days. Pupils in IMPACTS classes have made outstanding progress. Pupils to participate in the sleep trial have been identified, the trial will start in September 2019. There are bi-weekly sessions for staff after school to promote staff well-being.

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. The ducklings which hatched in the summer of 2018 have become much loved members of the school. Pupils visit the ducks regularly and support feeding them and cleaning their pen. Some of the work with the ducks contributed to the compassionate Class Award. A wide range of learning evolves from this with a particular focus on communication skills and PHSE. 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.

Pupil well-being: Talk time

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

Pupil Premium 2019 – 2020

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
- Forest School
- Additional gong to increase the number of Gong Therapy sessions.
- Continued care for Ducks
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New interventions will include:

- Additional maths interventions and resources
- Additional reading resources
- Individual equipment and resources as identified from pupil progress meetings.
- Magic breakfast resources
- Increased range of digital technology
- Extending Talk Time to Lower school pupils
- Sensory and Early Years resources for Lower school classes

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.

