

# Pupil premium strategy statement – Meadowfield School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	33% (129 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 to September 2023
Date this statement was published	March 2023
Date on which it will be reviewed	October 2023
Statement authorised by	Meadowfield Leadership and Governors
Pupil premium lead	Liz Hymus
Governor / Trustee lead	Roberta Kane

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,350.00
Recovery premium funding allocation this academic year	£ 92,248.84
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£ 2,000.00
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£259,598.84

# Part A: Pupil premium strategy plan

## Statement of intent

The ultimate objective for all our children is to ensure that they all make progress from their individual starting points in all areas related to their EHCP. This includes Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning as well as Sensory and Physical needs. These enable pupils to be as independent as possible in their life. This strategy supports this objective by providing the necessary staff training, small group teaching, targeted support, necessary resources and equality of opportunities and access to the community to all children, to ensure any challenges to progress are addressed.

Students at Meadowfield School all need an individualised approach to learning because of their complexity of need. The key challenges to achievement and focused areas for development will be identified for each student individually.

These areas will be identified from their progress towards their EHCP targets, assessment frameworks, therapist reports and teacher's and therapist's professional judgement, parent views and where appropriate including student views.

Outcomes and progress of individual students are significantly related to their readiness to learn, emotional well-being, positive behaviour, communication, physical and sensory needs alongside the students specific learning needs.

Parental ability to support their child's complex needs at home and poor attendance can be a significant barrier to pupil progress. At Meadowfield School we endeavour to identify individual barriers and develop our Pupil Premium Strategy so that it is effective in working towards overcoming them. Because of our students' complexity of need and therefore the individualized approach to our pupil premium strategy we feel that reviewing this strategy on an annual basis is most effective to ensure this targeted approach

## Challenges

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

Challenge number	Detail of challenge
1	Pupils on the Enquire and Explore pathways need continued focussed work and interventions on the specific acquisition of literacy and maths skills with personnel and resources to support this. For pupils in EYFS and Engage further embedding on the Engagement Profile is required to ensure personal routes are further developed to meet their individual needs. Learning has been impacted for some by availability of technologies to support learning.
2	Pupils' therapeutic needs (Occupational Therapy, Music Therapy and Counselling) due to their learning disability alongside other contexts such as health and/or past trauma, attachment issues etc. can impact progress.
3	Pupils can have reduced access to experiences beyond home and classroom due to learning, social, emotional, mental health needs, which has been further compounded by Covid over the past few years. Pupils' wellbeing issues including medical, mental health, social and communication needs and difficulties and life skills impact on their ability to progress and become as independent as possible.
4	Pupils ability to engage in their learning and develop independence due to difficulties in communication, social skills, cognition and emotional regulation across the whole school cohort.
5	All of our pupils are disadvantaged due to their individual needs. This is compounded by other social or economic factors of the pupils and their families and can be a barrier to pupil's participation. This in turn can impact on pupil attendance, progress, self-esteem, wellbeing and engagement.

## 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
Access to 1:1 targeted support in phonics/reading and mathematics	Progress made in line with expectations (monitored through pupil progress meetings 3 x yearly) Any regression is soon identified and progress is made through targeted support.
All pupils to have achieved or exceeded individual outcomes related to meeting EHCP targets.	Pupils in receipt of Pupil Premium have made progress towards their EHCP targets at the same % of achievement or more than their peers.
All pupils have access to therapies and programs to support their learning,	Reduction of behaviour incidents (evidenced on our behaviour recording

communication and social emotional needs to enable them to engage in learning effectively and minimise the impact of these additional needs.	system). Where individual, group or class interventions have taken place evidence of this through informal formal assessments, or observations can be provided.
All pupils have equal access to relevant enriching activities and environments in class as well as access to the wider school environments and local community.	Evidence of pupils making good progress in wellbeing, self-confidence, social skills, respect for others and engagement in learning. Wellbeing and engagement will be demonstrated through Boxall profiles, the Engagement model and Evidence for Learning (Preparing for Adulthood Framework)
All parents who need additional support with their child's learning, care needs or attendance able to access the support required.	Attendance percentage inline or exceeding that of their peers. Case studies where input from school and referrals where necessary has helped to reduce the impact of socio and economic factors and improve outcome for pupils and their families.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD to embed and develop teaching and learning across the school. This will support pupils to make at least good progress in all areas of the curriculum	A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. NFER (2015) Report recommended a focus on high quality teaching.	1,3,5

<p>Continue to develop phonics and reading teaching across the school.</p> <p>Training and resources to enable pupils to make good or accelerated progress in phonics and reading</p>	<p>Research in the EEF Toolkit shows that phonics can have a high impact on the teaching of reading. It is therefore important to provide training and resources to support the teaching of phonics.</p>	<p>1,4,5</p>
<p>Develop mathematics teaching across the school.</p> <p>Training and resources (in particular manipulatives) to enable pupils to make good or accelerated progress in mathematics</p>	<p>A study by Oxford University Press showed that a large majority of teachers (91%) believed that Numicon 'had a positive impact on children's mathematical learning.' In particular, it was found that teachers perceived that using Numicon had a particularly positive impact on children's problemsolving and reasoning skills.</p>	<p>1,4,5</p>
<p>Develop learning through memorable experiences.</p> <p>Provide subsidised educational visits and enrichment activities to deepen pupils learning</p>	<p>Behrendt and Franklin (2014) found that educational visits provide an 'opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies.'</p>	<p>2,3,4,5</p>
<p>Enhance curriculum access for physical and sensory learners</p> <p>Develop resources to enable physical and sensory learners to fully engage in learning</p>	<p>To enable pupils with physical and sensory needs to fully engage in the curriculum and make progress some specific resources are required</p>	<p>1,2,3,4,5</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £143,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Interventions. Interventions to support pupils identified that would benefit from additional support in Maths and English to be delivered by specialist teachers and Teaching Assistants	EEF Research shows that one to one tuition can have a high impact on pupil progress.	1,4,5
High quality Occupational Therapy (OT) provision. Occupational Therapists to use their expertise through both direct interventions and guiding class-based interventions	OT support can positively impact on many areas of development including balance, core strength, body awareness, sensory regulation, executive functioning, attention, and greater independence with participation in school and self-care.	2,3,4,5
Continued access to music therapy and counselling sessions to support pupils with significant wellbeing and mental health challenges.	Being able to recognise and support pupils with mental health in schools matters because: Mental health issues are common and often develop during childhood and adolescence. They can help improve young people's resilience and their ability to succeed in school & life.	2,3,4,5
Specific Resources. Provision of specific resources for identified Pupil Premium pupils to support individual learning. This will be informed through discussions with class teachers and other staff at Progress Meetings and Annual Review meetings	Previous work within the school shows that some pupils benefit from specific resources to help them overcome their unique and complex needs.	1,2,3,4,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to expand provisions and support offered through the Wellbeing Team and Nurture Provision (Wildflowers).</p>	<p>A more personalised approach to the LAC and PEP process.</p> <p>Greater capacity for supporting individual pupils who require more intensive support in regards to wellbeing and safeguarding.</p> <p>Greater school, parent relations with some of our hard to reach parents.</p> <p>A greater range of wellbeing interventions on offer to support individual pupils.</p> <p>Increased capacity with the DSL team and LAC and PEP processes.</p>	<p>2,3,4,5</p>
<p>Providing a range of opportunities and experiences to develop self confidence, self esteem, social skills, wellbeing, and engagement in learning. Opportunities and experiences to include Challenger Troop, Farm provisions and Forest School.</p>	<p>The New Economics Foundation (NEF) evaluation of Forest Schools suggests that they make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the</li> </ul>	<p>2,3,4,5</p>

	natural surroundings and respect for the environment.	
Continuation of Breakfast provision through Magic Breakfast. This will support pupils to transition into school and ensure they have a substantial meal.	The DfE (2017) Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report said that schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.	1,2,3,4,5

**Total budgeted cost: £258,000**



## Part B: Review of the previous academic year 2021-2022

### Outcomes for disadvantaged pupils

#### Forest School/Curly's Farm/Challenger Troop

All pupils attending Challenger troop achieved a BTEC Level one in Personal development, communication and team work. Where pupils had previously had challenging behaviour there was a slight reduction in behaviour incidents. Impact of Challenger Troop reduced slightly over the course of the academic year 2021/22 as there was a reduction in the number of students attending.

24 pupils accessed Curly's Farm across the year. There was a reduction in behaviour incidents for those pupils accessing the farm. These visits also helped to engage pupils in topics, supported the development of pupils' life skills and access to cultural capital opportunities.

77 pupils accessed Forest school across the year and this had the greatest positive impact for our pupils. Forest school supported our pupils to develop their self-confidence, self-esteem, social skills, wellbeing and engagement in learning. As a result of the success, the school decided to employ an additional TA to specifically deliver Forest School sessions in 2022-23

#### Wellbeing Team/Nurture Wildflowers

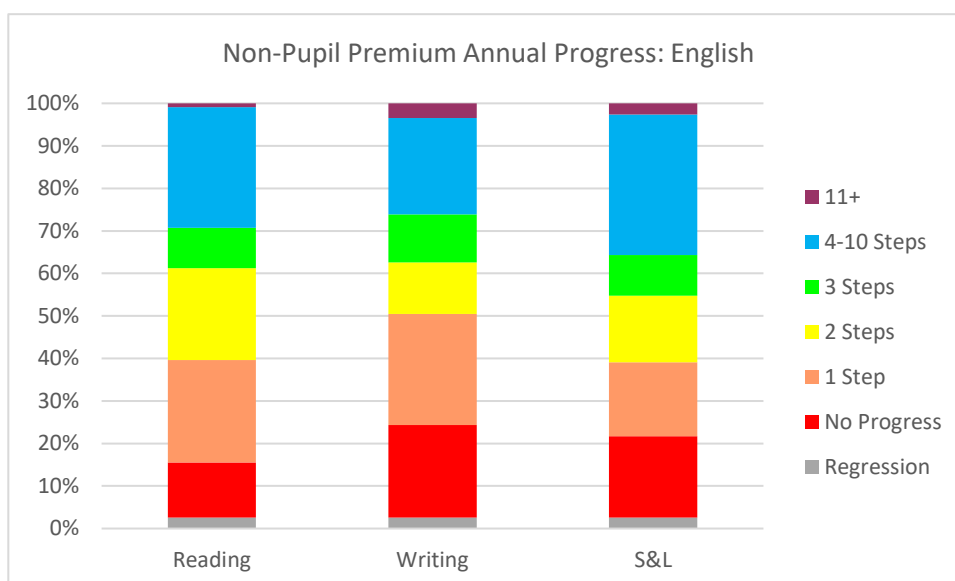
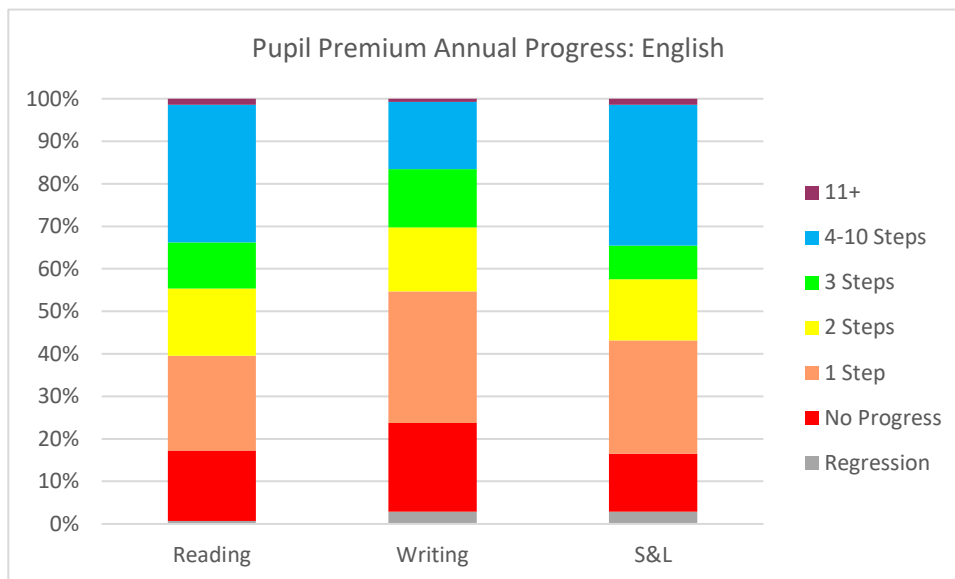
Wellbeing Team averaged a caseload of 91 pupils across the year. This included targeted wellbeing support for individual pupils and wider support for families. This was an increase in 22 pupils from the previous academic year.

Wildflowers supported 14 pupils across the year. This was an increase from 10 pupils who were supported the previous year. All pupils who accessed the provision showed an increase in the wellbeing levels measured by Boxall Profiles.

## Phonics/Maths Interventions

### Pupil Premium Annual Progress for Mathematics & English 2021-2022

#### English:



#### Reading

- 43% of Pupil Premium Pupils made 3 or more steps of progress compared to 39% of Non -Pupil Premium Pupils.
- 18% of Pupil Premium Pupils made no progress compared to 17% of Non-Pupil Premium Pupils

#### Writing

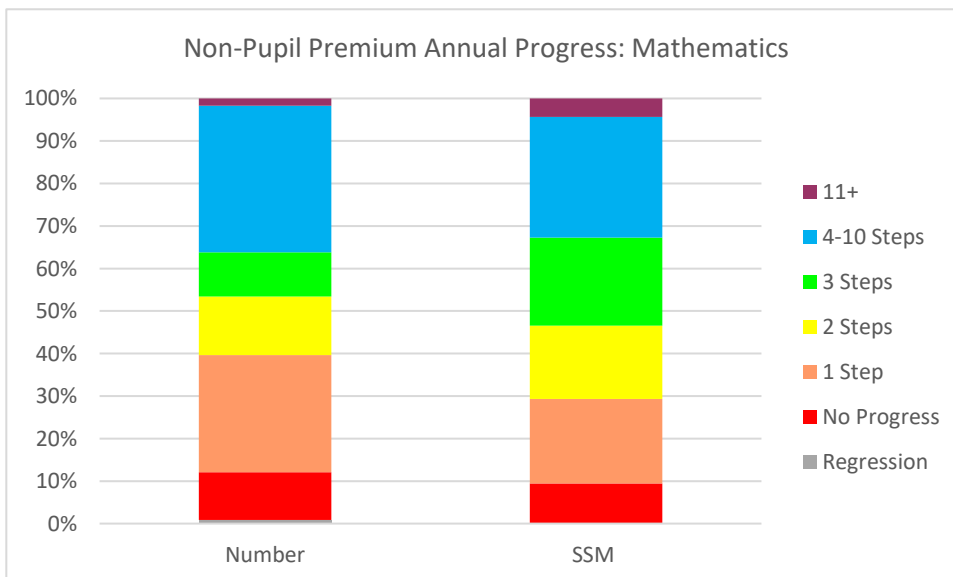
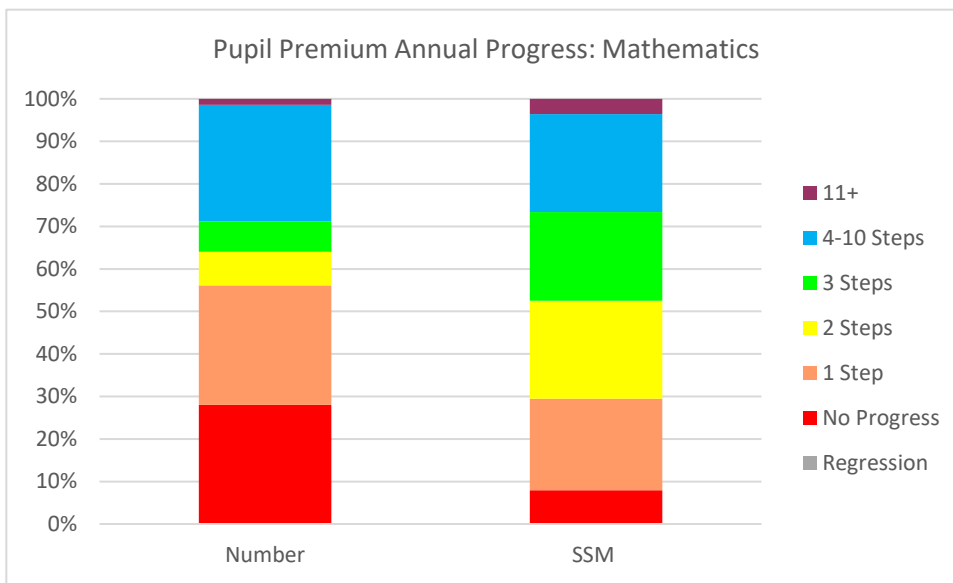
- 30% of Pupil Premium Pupils made 3 or more steps of progress compared to 28% of Non -Pupil Premium Pupils.

- 23% of Pupil Premium Pupils made no progress compared to 23% of Non-Pupil Premium Pupils

**S&L**

- 42% of Pupil Premium Pupils made 3 or more steps of progress compared to 46% of Non -Pupil Premium Pupils.
- 16% of Pupil Premium Pupils made no progress compared to 21% of Non-Pupil Premium Pupils

**Mathematics:**



**Number**

- 35% (47) of Pupil Premium Pupils made 3 or more steps of progress compared to 47% (118) of Non -Pupil Premium Pupils.

- 28% (34) of Pupil Premium Pupils made no progress compared to 12% (30) of Non-Pupil Premium Pupils

### SSM

- 49% (59) of Pupil Premium Pupils made 3 or more steps of progress compared to 53% (116) of Non-Pupil Premium Pupils
- 7% (8) of Pupil Premium Pupils made no progress compared to 9% (23) of Non-Pupil Premium Pupils

Going forward Pupil Progress meetings in core subjects will identify those pupils will need additional support. The figures show currently that our Pupil Premium pupils need additional support in Number to close the gaps against their peers.

### Music Therapy/Lessons

9 pupils accessed music therapy and a further 23 pupils had music lessons. All pupils made progress in developing music skills, pupils performed at school events. Pupils attending music therapy improved in interaction and engagement.

### Counselling Sessions

11 pupils had counselling sessions during the academic year 2021-22, a further 31 pupils had access to talk time. Pupils have referred themselves to talk time sessions throughout the year.

### Occupational Therapy

A Sensory Occupational Therapist provided a range of programmes for 28 pupils across the year. These were mainly individual interventions, but also included some group and whole class interventions. The school will continue to develop its Occupational Therapist offer to benefit pupils with sensory needs in 2022/23.

### Breakfast Provision

Breakfast provision across the whole school, in conjunction with the Magic Breakfast scheme, continued to support our whole school approach to nurture. Classes come together socially and breakfast is shared ensuring a readiness to learn as well as fostering a sense of togetherness and cohesion within classes.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

**Further information (optional)**

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