# The Meadows School statement of pupil premium strategy – 2020/2021cid:image001.jpg@01D5738A.EA8A7040

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| 1. **Summary information** | | | | | |
| **School** | The Meadows School  Dudley Road East  Oldbury  B69 3BU | | | **Type of SEN** | Learning Difficulties with additional complex needs |
| **Academic Year** | 2020 –  2021 | **Total PP budget** | £72,435 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 185 | **Number of pupils eligible for PP** | 78  66% of KS2,3,4 | **Date for next internal review of this strategy** | July 2021 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% achieving or exceeding targets in Speech, Language and Communication** | **89.0%** | **89.7%** |
| **% achieving or exceeding targets in Cognition and Learning** | **83.7%** | **92.1%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | All pupils have EHCP’s for learning difficulties and their attainment and progress is well below national expectations. |
|  | A high proportion of students have difficulties with communication / interaction and experience challenging mental health issues. |
|  | A high proportion of students have a physical disability and / or a sensory impairment that can prevent access to learning opportunities. |
| **External barriers** | |
| **D.** | The majority of our students live within the borough of Sandwell that is the 12th most deprived local authority in the UK. |
| **E.** | Many students have restricted opportunities to engage in external activities within their local community. |

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| 1. **Outcomes for 2020/2021** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Improvement of students’ physical development | Students will have experienced specialist P.E. provision primarily aimed at developing their strength, coordination and physical skills. Additionally this provision will promote students’ concentration and self-esteem, evidenced through improved academic attainment. |
|  | Improvement of students’ communication skills | Students will have access to a Speech and Language Therapist. Their input will help to ensure students have an effective mode of communication and are making improved rates of progress with their speaking and listening skills.  A measure of success will be a reduction of the frequency of behaviour incidents as a result of their improved ability to express their views. |
|  | An increase in enrichment activities that develop engagement, social interaction and personal development. | Students will have access to specialist provision from The Birmingham Repertory Theatre, a Yoga instructor, qualified Forest School practitioners and musicians from Open Orchestra. This will broaden their life experiences. Students will be happier, more stimulated and fulfilled evidence by improved attendance levels, behavioural data and pupil feedback. |
|  | More effectively address the needs of students with sensory impairment. | All relevant students will have input from Sandwell Sensory Impairment Service to ensure their daily provision is tailored and adapted to their individual needs. This will maximise their inclusion whilst improving their educational outcomes / experience. |
|  | Ensure the school has the capacity to meet the individual needs of students in a timely manner. | Where necessary, staff will access personalised fund to ensure students have the resources available to meet their individual requirements. |

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| 1. **Planned expenditure for 2020/2021** | | | | | |
| **Academic year** | **2020 – 2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupils will engage in a challenging but safe, healthy and enjoyable outdoor learning experiences. | Forest School £1,830 | Students will achieve or surpass their EHCP targets within the domains of Social and Emotional Wellbeing (SEW) and Independence (I).  Forest school is an established and successful intervention at The Meadows School. Continuation of this provision will allow students to generalise their prior attainment and provide them with the opportunity develop new skills. | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT.  Data analysis by AHT. | Kevin Hurcombe  Graham Spencer | Ongoing  Termly |
| Positive mental and physical health development through external fitness provider. | The Albion Foundation  £1,769 | Through monitoring of the curriculum and it’s educational impact, a noticeable improvement in students physical development will be observed.  It is clearly documented that Physical Exercise promotes students concentration and behaviour, leading to our Pupil Premium students closing the gap on our non-pupil premium students. Staff within school will be upskilled and utilise their enhanced skills in other areas of the curriculum. | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT.  Curriculum Monitoring cycle. | Kevin Hurcombe  Simon Adams | Ongoing  Ongoing |
| Promotion of students communication and feeding skills. | Enhanced Speech and Language provision  £21,168 | Students will achieve or surpass their EHCP targets within the domains of Speech, Language and Communication (SLC) and Cognition and Learning (CL).  Limitations of students’ language skills have a massive impact upon their emotional wellbeing and inclusion within society. It is envisaged that improved communication will open new learning experiences for our students and assist them in reaching their potential. | Regular progress meetings between SLT and SaLT.  Data analysis by AHT | Graham Spencer | Ongoing  Termly |
| Positive mental and physical health development through internal and external fitness provider. | Enhanced Swimming Provision  £12,078 | Through monitoring of the curriculum and it’s educational impact, a noticeable improvement in students physical development will be observed.  Students will relax and interact in a happy and safe environment whilst engaging in low impact cardiovascular exercise and improving their swimming skills. | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT. | Kevin Hurcombe | Ongoing |
| Increased levels of student engagement and self-esteem. | The Birmingham Rep  £8,901 | Students will achieve or surpass their EHCP targets within the domains of Speech, Language and Communication (SLC) and Social and Emotional Wellbeing (SEW).  We have used this company for several years and the improvement in communication and confidence, especially with non-verbal students has noticeably increased due to this provision. | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT.  Data analysis by AHT. | Claire Aston  Graham Spencer | Ongoing  Termly |
| **Total budgeted cost** | | | | | £45,746 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Develop student’s expressive skills and emotional wellbeing. | Open Orchestra  £5,033 | Students will achieve or surpass their EHCP targets within the domains of Speech, Language and Communication (SLC) and Social and Emotional Wellbeing (SEW).  To enrich the curriculum and provide bespoke music sessions for targeted students that will improve inter and intra personal skills and communication. | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT  Data analysis by AHT. | Mandy Sonia  Graham Spencer | Ongoing  Termly |
| Increased inclusion of VI/HI students leading to subsequent improvement in attainment. | Enhanced Sensory Impairment provision  £7,320 | Students will achieve or surpass their EHCP targets within the domains of Cognition and Learning (CL) and Physical and Sensory (PS).  For a number of years the school has purchased the services of Sandwell Sensory Support Service which has proven to be successful. This has enabled Specialist Teachers to work effectively with students and class teams to improve educational outcomes. | Data analysis by AHT. | Graham Spencer | Termly |
| **Total budgeted cost** | | | | | £12,353 |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Positive mental and physical health development through purchase of an external Provider. | Yoga Instructor £3,218 | Through monitoring of this intervention and its educational impact, there will be a notable improvement in students’ physical and mental wellbeing.  We have used this company for several years and the benefits, especially to our non-verbal students. have been significant . | Regular monitoring by staff Lead including the collation of feedback from colleagues. Findings of monitoring fed back to SLT. | Kevin Hurcombe | Ongoing |
| Staff will be able to deploy resources to directly address the needs of individual students. | Fund for staff to request personalised provision £11,118 | Class staff best know our students. They can identify the barriers to learning for individual students and they can identify provision to overcome these barriers. The fund will give staff the ability to be responsive to the changing needs of their students and to be ‘solution-focused’. | Staff will complete a request form, outlining the suggested provision, rationale and cost. This form will be submitted to SLT to consideration. | Graham Spencer | Ongoing |
| **Total budgeted cost** | | | | | £14,336 |

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| 1. **Review of expenditure for 2019/2020** | | | | |
| **Previous Academic Year** | | **2019 – 2020** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  The following judgements are made within the context of COVID – the loss of appropriately 14 weeks education for the vast majority of our students. | **Lessons learned**  (and whether you will continue with this approach) | **Cost for 2019 – 2020** |
| To promote students’ development of an appreciation of the natural world.  Within an urban context, for students to experience outdoor opportunities, they otherwise would not have access to. | Forest School | The Meadows have two qualified Forest School teachers. Both members of staff have a non-class based element to their timetables, to facilitate Forest School.  Majority classes within Key Stages 3 and 4 experienced a block of provision across 19/20 (the duration dependent on need).  Many students report that Forest School is a highlight of their week.  Staff consistently report that many of our students present very differently, compared to the classroom setting. Many of our ‘wow’ moments are captured during these sessions. | Continuation. | £2,010 |
| To meet the communication and feeding needs of students. | Enhanced Speech and Language provision | The Meadows employs a team of 4 therapists. Every class has an assigned therapist who delivers universal, targeted and specialist support, to maximize students’ communication skills and independence.  To ensure holistic development, we attempt to deploy a multi-disciplinary approach. Our SaLTs play a crucial role. They have provided advice and training at an individual and whole-school level. They support the school to achieve statutory obligations within the EHCP process.  Therapists continued to offer support to students and families throughout lockdown. | Continuation.  SaLTs will be incorporated into the monitoring cycle through their involvement in Communication Learning Walks. Finding will help ensure our provision is appropriate to our students. | £17,352 |
| To promote students’ gross motor skills and confidence.  To promote students’ social interaction skills and levels of engagement.  To promote students’ safety within the community. | Enhanced Swimming provision | The Meadows has a bespoke swimming team consisting of 3 members of staff.  To promote independence and community involvement, a cohort of our formal learners accessed off-site swimming facilitates. This enabled us to increase the use of the school’s hydro therapy pool for our pre-formal and semi-formal learners.  Majority of classes within Key Stages 3 and 4 experienced a block of provision across 19/20 (the duration dependant on need).  Many students report that swimming is a highlight of their week.  Staff consistently report that many of our students present very differently, compared to the classroom. Many of our ‘wow’ moments are captured during swimming sessions.  During national lockdown, the team continued to provide swimming session for our small cohort of students accessing on-site provision. | Continuation. | £16,700 |
| To promote students’ communication skills.  To provide students with an opportunity to develop their performance skills.  To promote students’ social interaction skills and levels of engagement. | The Birmingham Rep | Two full days from a drama teacher, specialising in working with complex learning difficulties. Assigned member of school staff to provide link and oversight. Across 19/20, majority of classes in Key Stages 3 and 4 accessed a block of drama provision.  Drama sessions have huge educational impact for all students, but especially our complex ASC and pre-formal learners. Across 19/20, the Rep provided an additional block for the above cohort.  Students love their sessions with Alex and Jenara. They are a real part of the school community. Many of our ‘wow’ moments are captured during these sessions.  The Rep consistently provided excellent on-line provision throughout lockdown. | Continuation.  . | £14,635 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost for 2019 – 2020** |
| To enhance our Creative Arts curriculum.  To provide students with a channel to promote their personal develop. | Open Orchestra | For one day per week, a member of school staff and private music teacher worked with the same 14 students (on a 1:1 or small group basis).  Feedback from staff and students was extremely positive. Class staff commented on students generalising the skills they had developed in Open Orchestra, back in the classroom content. | Continuation. | £3,895 |
| To meet the visual and hearing needs of students. | Enhanced Sensory Impairment provision | The Meadows employs a team of VI and HI teachers. Every class has an assigned therapist who delivers universal, targeted and specialist support, to maximize students’ sensory skills.  To ensure holistic development, we attempt to deploy a multi-disciplinary approach. Our sensory team play a crucial role. They have provided advice and training at an individual and whole-school level. They support the school to achieve statutory obligations within the EHCP process. | Continuation. | £7,320 |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost for 2019 – 2020** |
| To develop students’ gross motor skills and fitness levels.  To promote students’ turn-taking and teamwork skills. | The Albion Foundation | Workers from The Albion Foundation worked on a half-term rolling programme, extend their involvement in more classes and their ability to up-skill our staff.  They brought their own sports equipment to supplement school’s resources.  Both class teachers reported physical and social gains for their students, attributed to this input. | Continuation. | £1,850 |
| To develop students’ emotional regulation.  To provide an opportunity for stillness, calm and relaxation. | Yoga | Qualified Yoga teacher employed to deliver four sessions per week. All sessions were with ‘ASC’ groups. Held consistency of groups to build relationships and empower staff to generalise skills outside of sessions.  Positive feedback from both class teachers; they could see the real benefits to students’ mental wellbeing. | Continuation. | £4,290 |
| To meet the individual needs of individual students | Personalised Provision | The majority of this spend was utilised on supporting the physical needs of students through the purchasing of specialised equipment: slings, achieva beds, wedges… | Continuation. | £5,905 |