# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | The Meadows School |
| Number of students in school  | Year 1: 208Year 2: 215 |
| Proportion (%) of pupil premium eligible students | Year 1: 7555% of KS3,463% of whole school**Year 2: 78****54% of KS3, 4****36% of whole school** |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 year plan 2021-24 Year 1 2021-22**Year 2 2022-2023**Year 3 2023-2024 |
| Date this statement was published | **October 2022** |
| Date on which it will be reviewed | **September 2023** |
| Statement authorised by | Acting headteacher Theodora Papaspyrou |
| Pupil premium lead | Stewart Harris |
| Governor / Trustee lead | Simon Whitlow  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £76,830 |
| Recovery premium funding allocation this academic year | £74,520 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £151,350 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Students at The Meadows School should have the right to achieve their full potential irrespective of their needs, with consideration that medical, physical and emotional needs can change very suddenly for some students. Socio-economic disadvantage is not always the primary challenge our students face, but without the successful pupil premium plan we have in place, we would see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:* Academic attainment
* Social opportunities
* Emotional regulation and well being
* Community based experiences
* At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. That targeted support at The Meadows school will need to be highly individualised and specialised for our disadvantaged students dependent on their physical, medical, learning and emotional needsWe will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students. 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 students.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | **Communication difficulties:** The vast majority of our students have significant language and communication needs. Many require a specialist total communication approach, with individualised AAC (alternative augmentative communication) embedded throughout their time both at school and within their wider community. They need staff skilled in assessment and in using both high and low tech resources to be able to access learning and to be as independent as they can be. |
| 2 | **Physical disabilities:** Some of our students require additional, and often intensive support to ensure that their postural management and mobility needs are met. Without correct postural management throughout their school day, they would not have optimal positioning to be able to access the curriculum. Students also need to develop their physical independence both in transfers and in their mobility.Covid**-**19 has had a negative impact on students who rely heavily on postural support programmes. The reduction in ‘hands on’ physiotherapy, postural support and hydrotherapy has had a profound impact on some of our most vulnerable students.  |
| 3 | **Cognition and learning difficulties:** All students have some degree of learning need and require individualised teaching programmes with adapted and highly differentiated resources and learning outcomes.Students are working well below expected standards in their reading, writing and maths skills, the curriculum needs to be appropriate to meet the very wide range of learning needs across the school. Students need to be provided with learning opportunities that motivate them and give them high aspirations for their futures. |
| 4 | **Sensory needs:** We have many students with sensory and multi-sensory needs, in addition to their primary disabilities. They need creative staff who know them well to provide appropriate, sensory resources and activities to meet their own individual needs and preferences. They also need to be able to access these resources as independently as is possible for them.Appropriate sensory environments are also essential for these students within the familiarity of their class and staff team. |
| 5 | **Medical needs, which may be very complex:** Due to the level of some students’ medical needs, they may experience long absences from school and times within the school day when they may not be able to participate fully in their learning. The administration and effects of medication, seizures, medical procedures and enteral feeding programmes can also affect their learning dramatically. |
| 6 | **Mental health needs due to COVID:** Over the past 2 years we have seen a rise in the number of students requiring mental health and wellbeing support, particularly post COVID. All students have had some degree of disruption to their learning, and a lack of social contact with their friends. Students may be aware that they have fallen behind in learning, not made the progress that was expected and this has also affected their mental health, wellbeing and possibly future life chances. They have been unable to visit colleges to make choices about their futures, which has caused increased anxieties for the students and their families. They have been unable to partake in internal and external work placements due to restrictions within school and national restrictions.  |
| 7 | **Attendance:** At The Meadows we have lower than national average attendance. This is partly due to the complex medical needs of some of our students, but there are some students who are disadvantaged who have had persistent absence over a number of years. |
| 8 | **Lack of opportunity:** Some students do not engage with community based experiences outside of school. This might be due to their family circumstances, inappropriate housing, having siblings who are also disabled and community access issues.  |
| 9 | **Deprivation:** Sandwell has a high unemployment rate, with associated social challenges. Sandwell has almost twice the national rate of residents claiming incapacity benefits and poor skills performance. |

## 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 |
| 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; evidenced by improved attendance levels, behavioural data and pupil feedback. |
| 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. |
| Improved emotional well being and confidence  | Students will access a range of activities to improve opportunities and broaden experiences and interests throughout the curriculum offer. Students will access enrichment activities that will have a clear focus on self-regulation, improved emotional well-being and confidence. Yoga, drama therapy, Malthouse stables and Warrens Hall riding school have a positive impact on these areas.  |
|  |  |

## 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: £112,206

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Forest School £9,360**Students will engage in a challenging but safe, healthy and enjoyable outdoor learning experiences.* | 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.  | 1, 6, 8 |
| The Albion Foundation£4,500Positive mental and physical health development through external fitness provider. | 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. | 2, 6,  |
| Enhanced Speech and Language provision£34,704Promotion of students’ communication and feeding skills. | 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. | 1, 3, 6, 7 |
| Enhanced Swimming Provision £11,380Positive mental and physical health development through external provider | Offsite swimming provisionThrough monitoring of the curriculum and its educational impact, a noticeable improvement in students’ physical development will be observed.Improved community experiences and generalisation of skills to the wider community will promote life long learning.  | 2, 4, 5, 7, 8 |
| Swimming instructorHydrotherapy £11,158Positive mental and physical health development through internal and external fitness provider. | Onsite swimming sessions will be accessible for identified students. Individual targets will be achieved and evidence will be captured on EfL to support delivery, progression and overall impact. Students will relax and interact in a happy and safe environment whilst engaging in low impact cardiovascular exercise and improving their swimming skills. | 2, 4, 5, 7, 8 |
| The Birmingham Rep£8,910Increased levels of student engagement and self-esteem. | 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. | 1, 3, 6, 8 |
| *Warrens Hall riding school* *£15,600* | Warren’s hall riding school is a local provision that provides workshops and lessons to students at the Meadows. A typical session may include grooming, walking and riding on horses. Improved emotional well-being / confidence and self-regulation will be achieved. Extending community-based experiences is an important part of student development to enable them to generalise learned skills. An introduction to animal care and developing an understanding of how to care for a pet.  | 1, 3, 4, 6, 8, 9 |
| *Malthouse Stables* £5,440 | Malthouse Outdoor Activity Centre is a multi-activity centre that develops skills through practical experiences which include: Climbing & Abseiling, Mountain Biking, Canoeing & Kayaking and Archery.Improved independence, safety in the community, behaviour and emotional well being will all be achieved through individual learning goals. Students will transfer learned skills to activities completes at Malthouse.  | 1, 3, 4, 6, 8, 9 |
| Sports Coach £11,154 | Students receive high quality PE lessons delivered by a qualified sports coach within school. Lessons are planned effectively to optimise participation at all levels. PE lessons support holistic development of individual learning goals, cross curricular achievements are recorded on evidence for learning.  | 1, 3, 4, 6, 8, 9 |

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

Budgeted cost: £ 9876

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Open Orchestra£3,207Develop student’s expressive skills and emotional wellbeing. | 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. | 3, 4, 6, 8,  |
| Educational Psychologists£6,669 | Students will achieve or surpass their EHCP targets across all 5 domains of the EHCP with individualised support packages for students who require specialist input. The school has committed to employing 2 Educational Psychologists to further improve provision and whole school strategies when supporting students with a wide range of needs. CPD will upskill staff and ensure students are provided with specialist packages of support when required.  | 1, 3, 4, 9 |
|  |  |  |

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

Budgeted cost: £ 26,950

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Yoga Instructor £1950Positive mental and physical health development through purchase of an external Provider. | 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. | 1, 2, 8 |
| Fund for staff to request personalised provision £10,000Staff will be able to deploy resources to directly address the needs of individual students. | 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’. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Lunchtime clubs£15,000 | Through monitoring of this intervention and its educational impact, there will be a notable improvement in students’ physical and mental wellbeing. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

**Total budgeted cost: £149,032** *(£2318.00 remaining for emergency contingency)*

# 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 students in the 2021 to 2022 academic year.

|  |
| --- |
| 1. **Improvement of students’ physical development**

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.All class groups have timetabled access to Forest School provision in 21/22. 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.Forest school enables staff to provide creative teaching activities to ensure students are learning holistically. 1. **Improvement of students’ communication skills**

The Meadows School employs a team of 3 therapists. Every class has an assigned therapist who delivers universal, targeted and specialist support, to maximise 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. The summer data report demonstrates that pupil premium students were on track to achieve 86.7% of their speech, language and communication targets.1. **An increase in enrichment activities that develop engagement, social interaction and personal development.**

Delivery to a range of class groups across all pathways. Equipment and resources were provided by The Albion Foundation to support the delivery of lessons. Planning provided by sports coaches which support personalised targets. Evidence is captured by class staff and uploaded on evidence for learning. 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.The summer data report demonstrates parity between non-pupil premium students and pupil premium students in relation to their ‘on track’ social, emotional well-being targets.1. **Address the needs of students with sensory impairment.**

The Meadows has a bespoke swimming team consisting of 2 members of staff.To promote independence and community involvement, a cohort of learners across the school accessed off-site swimming facilities. This enabled us to increase the use of the school’s hydro therapy pool for our pre-formal and braided learners.The majority of classes across the school experienced a block of provision across 21/22 (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.1. **Ensure the school has the capacity to meet the individual needs of students in a timely manner.**

Three full days from drama specialists funded by pupil premium. Classes across the school experience a block booking of drama sessions throughout the academic year. Drama sessions have huge educational impact for all students, but especially our complex ASC and pre-formal learners. Students love their sessions. Drama specialists are a real part of the school community. Many of our ‘wow’ moments are captured during these sessions.Through monitoring it has been identified that drama is used effectively to capture progress linked with students EHCP targets.**School-Led tuition grant**Grant total: 22,736.25Spend: £7054.77506 hours of tuition 61 students accessed initiatives:* Science after-school club
* Swimming after school club
* Multi sports after school club
* Music sessions
 |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

# Further information

|  |
| --- |
| *Standard for teachers’ professional development (DfE) (2016) -* [*https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)[*https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#before-you-start*](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#before-you-start)[*https://www.birmingham-rep.co.uk/take-part/education/*](https://www.birmingham-rep.co.uk/take-part/education/)[*https://macbirmingham.co.uk/mac-makes-music/music-groups-events/noyo-birmingham*](https://macbirmingham.co.uk/mac-makes-music/music-groups-events/noyo-birmingham)[*https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=MzDevxiqm-A*](https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=MzDevxiqm-A) |