# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | The Meadows School |
| Number of students in school | Year 1: 208  Year 2: 215  Year 3: 214 |
| Proportion (%) of pupil premium eligible students | Year 1: 75  55% of KS3,4  63% of whole school  Year 2: 78  54% of KS3, 4  36% of whole school  **Year 3: 63**  **43% KS3/KS4**  **29% 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 | **September 2023** |
| Date on which it will be reviewed | **April 2024** |
| Statement authorised by | Acting headteacher Theodora Papaspyrou |
| Pupil premium lead | Stewart Harris |
| Governor / Trustee lead | Simon Whitlow |

**Funding overview – get Richard to check this**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 74,520 |
| Recovery premium funding allocation this academic year | £ 79’488.00 |
| 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 | £154’008 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 across Key stages 3 and key stage 4, 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 needs  We 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.

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| 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 3 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:** In the past, The Meadows school has had 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. The data for 22 – 23 suggests that attendance is now above the national average for special school. |
| 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.

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| 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 dance teacher, qualified Forest School practitioners 2 internal staff and 1 external practitioner and musicians from Big Top. 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. Drama therapy and Big Top music therapy, Warrens Hall riding school, WBA, Sports coach, offsite learning and dance therapy will 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: £16’426

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National college subscription  £2000 | This platform provides all staff with a CPD tool that can be used to aid professional development across the school thus securing effective professional development. | 3,4,5 |
| Enhanced Speech and Language provision  £9’426  Promotion of students’ communication and feeding skills. | 25% of the Speech and Language Therapists time will be allocated to provide ongoing advice and training at an individual and whole-school level. This includes:   * Every class allocated a SALT to support with the delivery of speech and language strategies such as (Tassels, PECs, communication books, PODD, Aided language displays, intensive interaction, eye gaze, switch work, feeding) All classes have drop ins from SALT as appropriate. * Twilight sessions to enhance staff understanding of speech and language strategies pathway specific. | 1, 3, 6, 7 |
| Targeted CPD  £5000 | Staff will receive targeted CPD that will help the school more effectively address the needs individual students. This will be booked in response to dynamic changing needs of the school | 1,2,3,4 |
| Total spent: £16’426 | | |

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

Budgeted cost: £ 28’281

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhanced Speech and Language provision £28’281 | Students on roll with speech and language therapists will have periodical assessments of their skills this is achieved through observations and therapists working alongside students in classes.  Therapists will also work 1:1 with students and staff to ensure that specific provisions are delivered correctly to support communication development. | 1, 3, 6, 7 |

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

Budgeted cost: £ 106’340

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Big Top Musicians  £10’500  Increased 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 |
| *Forest School*  *Internal staff wages 12’409*  *External lead – £5850*  *Students will engage in a challenging but safe, healthy and enjoyable outdoor learning experience.* | Students will achieve or surpass their EHCP targets within the domains:   * Social and Emotional Wellbeing (SEW) * Cognition and Learning (CL) * 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 |
| Lunchtime clubs  Dance - £2535  Choir - £300  Albion – Included in SLA funded above  Harry Sports Club – Included in sports coach wage | 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 |
| The Albion Foundation  £6’300  Positive 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, |
| *Warrens Hall riding school*  *£0 as we will be using credit we have with the school* | 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 |
| The Birmingham Rep  £16’830  Increased 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 |
| Fund for staff to request personalised provision  £5,000  Staff 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 |
| Offsite visit funding for students experiencing deprivation and hardship  £5,000  Staff will be able to deploy funds to enable students to access offsite visits to support the delivery of the curriculum. | The school always seeks voluntary contributions for offsite visits and there are many instances in which not all parents and carers can fund these visits. Often students have to miss out on opportunities to take part in offsite visits. The fund will give staff the ability to be responsive to such instances and ensure that all learners regardless of the level of deprivation will have opportunities to engage in educational visits offsite. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Enhanced Swimming Provision  £10’620  Positive mental and physical health development through external provider | Offsite swimming provision  Through 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 instructors x 2  Hydrotherapy  £19’842  Positive 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 |
| 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 |

**Total budgeted cost: £151’047** *(£2’961 remaining for new initiatives to be set up throughout next academic year)*

# 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 2022 to 2023 academic year.

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| 1. **Improvement of students’ physical development**   The Meadows have two qualified Forest School teachers. One member of staff has a non-class-based element to their timetable, to facilitate Forest School. In addition to this, we have also sourced an external forest school leader to run sessions 1 day a week.  All class groups in key stages 3 and 4 have timetabled access to Forest School provision in 23/24.  Staff consistently report that this provision supports students to achieve personal learning goals across the following domains of their personal learning goals:   * Cognition and learning * Social emotional and well being * Independence   Staff also commented that many of our students present very differently, compared to the classroom setting. In addition to this, staff stated that they were able to gather cross curricular evidence for these subject areas Literacy, Numeracy, Science, PSHE, PE, Art and Humanities which highlights the wider impact of this provision.  Forest school enables student to learn and generalise skills in a safe and engaging outdoor learning environment.   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 Spring data report demonstrates that pupil premium students were on track to achieve 97.1% of their speech, language and communication targets and are out performing the non-pupil premium students with their statistics at 91.9% respectively.   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 and also present in curriculum and accreditation folders across Key stage 3 and 4.  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 spring data report demonstrates that pupil premium students are out performing with 97.4% being on track to meet expected outcomes compared with 93.2% of non-pupil premium students being on track to meet expected outcomes.   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 the following cohorts of students   * pre-formal * braided learners * Students with physical disabilities   The majority of classes across the school experienced a block of provision across 22/23 (the duration dependant on need).  Many students report that swimming is a highlight of their week.  Staff consistently report they reported that this provision supports students to achieve personal learning goals across the following domains of their personal learning goals:   * Social emotional and well being * Independence   Staff consistently report that many of our students present very differently, compared to the classroom.  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 in the following domains:   * Social and emotional wellbeing, * Cognition and learning, * Speech language and communication * Physical and sensory   **School-Led tuition grant**  Grant total: 22,736.25  Spend: £7054.77  506 hours of tuition  61 students accessed initiatives:   * 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*

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| Programme | Provider |
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# Further information

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| *Standard for teachers’ professional development (DfE) (2016) -*  [*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) |