

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kings Meadow School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 and 2022 – 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen McCormack
Pupil premium lead	Helen McCormack
Governor / Trustee lead	Paul Lonergan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,000
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8400 Covid catch up fund
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	£51,070

Part A: Pupil premium strategy plan

Statement of intent

Our school purpose is to develop all our children's belief in themselves so that they can achieve success in a wide range of ways and flourish as life-long learners, regardless of background or special educational needs. Our mission is to teach all our children to become effective communicators, so that they can:

- make sense of their place in the world
- learn how to build positive relationships with others
- recognise their feelings and emotions and express them clearly
- understand and respect the thoughts and feelings of others
- be able to ask for what they want and need
- engage in different types of learning and experience success

Our pupil premium strategy, therefore, is targeted at helping us achieve our mission goals with our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise that our disadvantaged pupils can face wider barriers, which may affect their learning. Additionally, we take into account other vulnerabilities experienced by our pupils, including those with social workers, young carers and their complex special educational needs. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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 pupils will be improved alongside progress for their disadvantaged peers.

We have a strong emphasis on the development of effective communication skills, in the broadest sense, and the use of attachment aware and trauma responsive strategies. Our pupil premium strategy supports the use of these approaches.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on assessment of need, and helping pupils to access a broad and balanced curriculum. We will also provide disadvantaged pupils with support to develop independent life and social skills.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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 develop their belief in themselves and flourish as life-long learners.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication</u></p> <p>An increasing number of children have diagnosed speech, language and communication (SLCN) difficulties as part of their complex presentation. Others are assessed and diagnosed whilst at Kings Meadow.</p> <p>The Royal College of Speech and Language Therapists highlight research indicating that 81% of children with emotional and behavioural disorders have significant unidentified language deficits and between 40% and 54% of children with behaviour and self-regulation challenges have a language impairment.</p>
2	<p><u>Social and emotional and mental health difficulties</u></p> <p>The children experience significant and complex difficulties resulting from attachment difficulties, the impact of trauma and low self-esteem. These difficulties affect their ability to build and sustain trusting relationships and readiness for learning.</p>
3	<p><u>Cognition and learning difficulties</u></p> <p>Some of our pupils have diagnosed learning needs. The majority of them have difficulties with concentration skills, emotional regulation and low self-esteem which impacts on their ability to learn.</p>
4	<p><u>Support for our families</u></p> <p>This Include attendance, helping with barriers caused by the geographical spread of our pupils' homes, parents' previous experiences of school, and difficulties accessing support services.</p>
5	<p><u>Enrichment – cultural capital</u></p> <p>Since the start of the Covid-19 pandemic, we have found that pupils experiences of the world around them has decreased significantly, leading to far fewer opportunities to engage in enrichment opportunities. Disadvantaged pupils generally have fewer opportunities to experience wider enrichment opportunities outside the school and develop their cultural capital. Research has shown that disadvantaged pupils have been the worst affected by partial school closures and the closures of clubs and support groups outside of school.</p>
6	<p><u>Attendance</u></p> <p>Covid-19 has adversely impacted on the attendance of a small minority of pupils due to increased mental health needs, concerns about families and evidence of increased disengagement with education.</p>

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
<p>Increase pupils' speech, language and communication skills. This will improve their understanding of the world around them and their ability to ask for what they want and need. In turn, this will impact on:</p> <ul style="list-style-type: none"> • increased emotional regulation • increased readiness and stamina for learning • better understanding of learning <p>Increase staff skill sets and understanding in relation to our pupils' speech, language and communication needs.</p>	<p>Children with diagnosed SLCN difficulties will meet their targets through class support and from the speech and language therapist.</p> <p>Fagus assessments will show an improvement in the areas relating to speech and language for pupil premium students.</p> <p>Positive engagement with our increased speech and language therapy offer from pupils, staff and parents.</p> <p>The majority of the pupils make at least expected progress in relation to SLCN related EHCP outcomes.</p> <p>Decreased incidents in school reflected in termly data as pupils increase their emotional vocabulary and are more able to ask for what they want and need, leading to greater emotional regulation.</p>
<p>Increase pupils' emotional regulation skills and understanding.</p> <p>Improved staff skill sets in relation to Attachment Aware and Trauma Responsive (AATR) approaches</p>	<p>Reduction in incidents across school reflecting positive impact of AATR approach.</p> <p>Positive feedback from pupils, staff, parents, and carers regarding the development of emotional regulation skills and understanding.</p> <p>At least 80% students make expected or better progress towards their EHCP targets.</p> <p>Staff surveys reflect increased confidence, knowledge and understanding in relation to implementing AATR approaches.</p>
<p>To implement a new whole school synthetic phonics scheme and further raise the profile of reading throughout the school.</p>	<p>All staff completed training for new scheme.</p> <p>Monitoring and evaluation reflects all children accessing the scheme effectively.</p> <p>80%+ pupils make expected or better progress in reading.</p> <p>Evidence of Book Talk in classrooms.</p> <p>Use of library reflects wide participation across the school.</p> <p>Evidence of daily reading in every class and pupils can talk about what they are reading.</p>
<p>Strengthened engagement with parents and carers</p>	<p>Parent surveys reflect satisfaction in school provision.</p> <p>Parent attendance at annual reviews, whole school assemblies or special events, specific meetings.</p>

	Parents/carers are able to engage with the family support team to address any concerns or issues they may have.
Pupil premium students will participate in a range of enrichment opportunities to increase their knowledge and understanding of the wider world (links to curriculum intent). Opportunities created for pupils to engage in offsite cultural visits.	Pupil positively engage with cultural and enrichment experiences. Surveys/feedback reflect enjoyment of experiences. Visit records reflect opportunities created
Bespoke packages put in place for disengaged pupil premium students and to support those whose attendance is low.	Positive engagement from pupils on individualised timetables. Attendance plans reflect progress towards individual attendance goals.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased speech and language therapy offer within school. Increased in-class support for speech, language and communication needs. Support for improving whole school processes such as support and intervention plans and target setting.	“Five Good Communication Standards,” Royal College of Speech and Language Therapists Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice ‘Cooks Spinney primary’	1,2,3
Establish a therapeutic offer to increase staff skill sets and knowledge in relation to attachment and trauma and provide support for identified pupils.	Metacognition and Self-regulated learners (EEF). Relationships Matter (Osher et al.) Dan Hughes – PLACE model Know Me to Teach Me – Louise Bomber 50% new class facing staff since September 2020.	1,2

Implement an Attachment Aware and Trauma Responsive approach throughout the school. Improve readiness for learning by increasing emotional regulation skills.	Metacognition and Self-regulated learners (EEF). Relationships Matter (Osher et al.) Dan Hughes – PLACE model Know Me to Teach Me – Louise Bomber Behaviour data 2018 – 18, 2019 – 20 and 2020 – 21 showing a decrease in incidents at school.	1,2,3
Implement and embed a new synthetic phonics approach – ELS.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Successful reengagement of previously disengaged pupils and those with decreased attendance with tailored packages to support improved positive outcomes.	EEF Toolkit: One to One Tutoring +5 mths	3,6
Review the overall provision of structured interventions and identify effective approaches to support pupils both in and out of class. Provide additional staff training in these areas.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 50% new class facing staff since September 2020	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To strengthen and improve positive engagement with parents and	EEF Working with parents to support children’s learning	4

carers. To identify and implement appropriate support for families		
<p>To provide increased opportunities for enrichment activities to widen pupils' knowledge and understanding of the wider world such as:</p> <p>Take One Picture project with National Gallery</p> <p>Visit to Northampton Museum</p> <p>Visits from the Word Guerrilla</p>	<p>EEF literature review on non-cognitive skills http://www.trueeducationpartnerships.com/schools/what-is-ofsted-c-cultural-capital/</p>	2, 5

Total budgeted cost: £51,070

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 pupils in the 2020 to 2021 academic year.

The academic year 2020 – 21 was significantly impacted by the Covid 10 pandemic and periods of lockdown. Many parents chose to keep their children at home during the January 2021 lockdown. Continuity of provision was disrupted on many occasions by Covid 19.

We saw an increase in anxiety, emotional dysregulation and children feeling unsafe, adversely impacting on their readiness to learn. We focussed our pupil premium funding on providing on providing additional staffing so that there was a higher ratio of adults to pupils within classes. This enabled children to have more 1:1 time to support their anxiety and enable them to be more regulated and, therefore, more able to engage in learning. This also supported new pupils who had not been able to access the usual transition programme that we offer. This was disrupted in the summer of 2020 due to the Covid restrictions and new pupils had not had the opportunity to build relationships in the same depth before they started school.

We also supported a higher than normal number of placements at Seeds of Change, an equine therapy provision and continued the provision of our own Speech and Language Therapist to support the pupils increasingly complex communication needs.