

Pupil premium strategy statement – Meadow Park 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	Capacity: 140
Proportion (%) of pupil premium eligible pupils	78.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jackie Cleary
Pupil premium lead	Paul Devlin
Governor / Trustee lead	Sue Dunphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,960
Recovery premium funding allocation this academic year	£33,232
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <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.</i>	£0
Total budget for this academic year <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>	£91,192

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to achieve and sustain positive educational and personal outcomes for our students who are experiencing disadvantaged circumstances. We are aware that the majority of our students come from socio-economically deprived backgrounds; likewise, we are aware that many of our students have also experienced adverse childhood events and significant trauma.

Many of our students have also experienced the adverse experience of being permanently excluded and all of them have experienced significant disruption to their learning.

We know that there is a significant difference in outcomes for our disadvantaged students when compared to their peers in mainstream education and those in our setting, particularly in terms of:

- Academic attainment and progress
- Progression to further and higher education
- Employability
- Personal development
- Vulnerability to criminal exploitation

There are two main strands to our approach. Firstly, we offer high quality teaching and learning which is focussed on areas where disadvantaged students require it most, with targeted support based on accurate diagnostic assessment of need. Secondly, there is an emphasis on the personal development of disadvantaged students, both within lessons and in a wide range of enrichment activities inside and outside school.

Challenges

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

Challenge number	Detail of challenge
1	We know that our students generally have poor attendance when they come to us, particularly our PP pupils. An overwhelming amount of students are classed as Persistent Absentees.
2	The great majority of students have demonstrated persistently disruptive and challenging behaviour in their previous setting. They demonstrate highly negative attitudes towards school and education. Many of our students have experience Adverse Childhood experiences and/or traumatic events.

3	Due to their adverse socio-economic background, coupled with the COVID-19 lockdowns, many of our students have not had the opportunities to experience social, cultural and sporting activities outside of school.
4	Internal and external assessments of students indicate that the majority of our cohort are working well below age-related expectations in Maths, English and other core subjects. This is particularly marked in students in receipt of PP.
5	We are aware that many of our students have significant difficulties with speech, language and communication. We are also aware that an increasing number of our students present with behaviours which may indicate ASC or ADHD; the majority of these students arrive to us without a formal diagnosis or at the evidence-gathering stage of the Neuro-Developmental Pathway.
6	We know that our PP students are at a higher risk of becoming NEETs (Not in Employment, Education and Training) than their contemporaries in mainstream settings.

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
Raise overall attendance of PP pupils, including Persistent Absentees and re-engaging students who have been out of education for extended periods	<p>Attendance of PP pupils shows an increase over the course of the academic year.</p> <p>Attendance of PP pupils who have been out of education for extended periods show an increase over the course of the academic year.</p> <p>Student voice indicates that students value being in Meadow Park.</p>
Improve Behaviour of PP pupils.	<p>There is a reduction in Serious Incidents for students over the course of the year.</p> <p>Students referred to the Reflection Centre demonstrate an improvement in behaviour as measured by individual reduction in referrals.</p> <p>There is a year-on-year reduction in the amount of Suspensions.</p>

	Student voice indicates that students feel their behaviour is improving.
Students have a full, engaging and relevant Enrichment programme which supports their overall Personal Development.	Evidence retained by staff indicates student engagement in Enrichment programme. Student voice indicates that students value their Enrichment programme.
Students make progress towards age-related expectations in English and Maths	Progress data indicates gap is closing. Student voice indicates that students are more confident in their learning.
Meadow Park School will develop and strengthen links with parents.	Parent Voice indicates that parents feel school communicate effectively with them, resolves any issues swiftly and they are kept fully informed about their child.
Our CEIAG programme will ensure that students have a deeper understanding of the world of work and will have a wide range of experiences and encounters.	Parent Voice indicates that parents feel that their child has positive experience with the CEIAG programme. Student Voice indicates that children feel positively about their CEIAG programme. We maintain a database of students on work experience and of students encounter and experiences with colleges, universities and employers. We see a continued reduction in our cohort of NEET students when they leave school.

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: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Smaller teaching groups to support with behaviour and academic progress</p>	<p>The Education Endowment Foundation states that:</p> <p>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>
<p>RWI: Synthetic Phonics Training</p>	<p>EEF research, published in July 2021, states that:</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>The recent EEF research into RWI indicated that students in receipt of FSM performed better than their peers:</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Focus on high quality teaching and learning</p>	<p>The Sutton Trust published a report in 2020 which demonstrated the significant impact which high-quality teaching could have on learning:</p> <p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’</p>	<p>4</p>

	<p>worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	
On-going professional development, individual and whole staff	<p>The EEF has published advice in 2021 about the significant improvement on-going CPD can provide:</p> <p>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	2,4,5
Shine Therapy	<p>The Communication Trust worked with the Better Communication Research programme to develop a What Works data base of evidence-based intervention to support children's speech, language and communication.</p> <p>What Works database (speechandlanguage.org.uk)</p> <p>The Royal College of Speech and Language Therapists endorse this database.</p>	5
Mentoring	<p>The EEF states:</p> <p>"While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and</p>	1,2

	those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support."	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS Survey	<p>There is significant research into the effectiveness of metacognition and self-regulation in education. The EEF have published research in May 2020 which stated:</p> <p>“Essentially, self-regulation is about the extent to which learners are aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves to engage in learning, and can develop strategies and tactics to enhance learning. Metacognition, in turn, is specifically about the ways learners can monitor and purposefully direct their learning, for example by deciding that a particular strategy for memorisation is likely to be successful, monitor whether it has indeed been successful, and then deliberately change (or not change) their memorisation method based on that evidence. Some studies consider self-regulation to be a part of metacognition, while others see metacognition as a part of self-regulation (Veenman et al, 2006). In recent years, however, the latter view has largely prevailed, so for clarity it is this definition that we will follow in this report. The concept of self-regulated learning is based on the premise that students should take responsibility for their own learning and should play an active role in the learning process (Zimmerman, 2001).”</p> <p>We believe that PASS learning is an integral part of the process of self-regulation and meta-cognition.</p>	1,2,4

	<p>The GL Assessment website contains some helpful Case Studies</p> <p>PASS: Helping children to take the right path to good choices - GL Assessment (gl-assessment.co.uk)</p> <p>Using PASS to help reconnect students with the learning they have missed - GL Assessment (gl-assessment.co.uk)</p>	
BKSB	<p>The EEF report in April 2020 to Remote Learning stated that students can learn in remote learning.</p> <p>Remote Learning Rapid Evidence Assessment.pdf (educationendowmentfoundation.org.uk)</p>	4
Mirodo		
Numeracy Ninjas		
Accelerated Reader	<p>The EEF study in 2015 stated:</p> <p>“The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.”</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>A further EEF study in 2021 stated:</p> <p>“Accelerated Reader may be more promising when used as a targeted intervention for Year 7 pupils with below age-expected reading levels.”</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p> <p>A National Literacy Trust report in 2013 found that students who took part in Accelerated Reader had much more positive attitudes towards reading.</p> <p>AR Research Renaissance Learning % (renlearn.co.uk)</p>	4
Shine Therapy	<p>The Communication Trust worked with the Better Communication Research programme to develop a What Works data base of evidence-based intervention to support children’s speech, language and communication.</p> <p>What Works database (speechandlanguage.org.uk)</p> <p>The Royal College of Speech and Language Therapists endorse this database.</p>	5

Core Skills	<p>The Sutton Trust published a report in 2020 which demonstrated the significant impact which high-quality teaching could have on learning:</p> <p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	4
On-Line Learning Class for Long-Term Absentees	<p>The EEF report in April 2020 to Remote Learning stated that students can learn in remote learning and positive peer interactions can provide motivation.</p> <p>Remote Learning Rapid Evidence Assessment.pdf (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development Budget, including a range of residential visits	<p>The EEF research into Social and Emotional learning published in July 2021 stated that:</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>“The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people</p>	1,2,3

	<p>even if it does not translate to reading or maths scores."</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Two KS3 Nurture groups</p>	<p>Nurture Group</p> <p>According to the 2014 article by Hughes and Schlosser, overall research into Nurture Groups demonstrates:</p> <p>"Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships. They are also more likely to continue to experience emotional problems in their adult lives... There was evidence that NGs are effective in improving the emotional well-being of children..... The review highlighted the NG teachers' use of more positive verbal and non-verbal behaviour. Implications for future research are discussed."</p> <p> (PDF) The effectiveness of nurture groups: a systematic review (researchgate.net)</p> <p>Social and Emotional Learning</p> <p>The EEF research into Social and Emotional learning published in July 2021 stated that:</p> <p>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>"The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Small Group Tuition</p>	<p>1,2,3,4</p>

	<p>The Education Endowment Foundation states that:</p> <p>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</p> <p>Follow this link for more information: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
CEIAG Lead	<p>An EEF overview on the impact of Careers Education in 2016 stated:</p> <p>“45 research studies identified. 60% of these provided largely positive findings of educational outcomes. Looking at the impact of different careers education interventions on achievement at GCSE, these suggest, on average, relatively modest attainment boosts. The other studies suggest impacts were mixed or negligible, rather than negative.”</p> <p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p>	6
Parental Engagement	<p>An EEF study in July 2021 stated:</p> <p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	1,2,4

	Parental engagement EEF (educationendowmentfoundation.org.uk)	
Breakfast Club	<p>There was an Effectiveness Trial cited on EEF into the impact of providing breakfasts to Pupil Premium students.</p> <p>It stated: “Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.”</p> <p>Magic Breakfast report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>There was a report published in Frontiers in Neuroscience in 2013 which stated: “Although the evidence is quite mixed, studies generally demonstrate that eating breakfast has a positive effect on children's cognitive performance, particularly in the domains of memory and attention.”</p> <p>The effects of breakfast on behaviour and academic performance in children and adolescents - PMC (nih.gov)</p>	1,2

Total budgeted cost: £91,492

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

English GCSE outcomes were in line with non-pupil premium pupils.

Maths GCSE outcomes were 14% lower than non-pupil premium pupils.

Attendance data for Pupil Premium pupils is in line with non-Pupil Premium pupils.

Suspension percentage is lower for Pupil Premium pupils as compared with non-Pupil Premium pupils.

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
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press
Attendance	Knowsley MBC
Parent Email	Parent Apps

Intended Outcome	Success Criteria	Evaluation
Pupils make accelerated progress to be working closer to age related expectations in English and Maths	Progress tracking data will show a higher percentage of pupils making good or better progress towards achieving age related expectations	Progress tracking data indicates majority of PP making good or better progress towards age related expectations
Improved attendance across all Key Stages	Attendance data shows trajectory of improvement	Attendance data showed overall improvement for PP students.
All pupils have accessed a range of enrichment and curriculum activities	Pupil surveys and learning journals evidence successful participation in a range of enrichment activities	Learning Journals indicate that students have taken part in a range of enrichment and curriculum activities.

Improved self-regulation skills	Fewer recorded serious incidents. Fewer recorded positive holding incidents Fewer fixed term exclusion	Over the course of the school year, there was a reduction in both serious incidents and positive holding incidents.
Attitude to Learning is improved	Evidenced through marksheet progress tracking data	Evidence shows PP increased scores in Attitude to Learning over the course of the year.
Improved parental engagement to support pupils learning	Improved attendance to school events, parents' evenings and meetings Parents/carers aware of their child's curriculum and progress	Due to continuing COVID restrictions, we did not offer face-face parents' evening. However, there was good attendance at on-line events. We are in contact with parents via our email system. We have also established a new Facebook page to complement our existing Twitter account.