

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	Green Meadows
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	97 students (45.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Sept 22
Date on which it will be reviewed	July 23
Statement authorised by	Gavin Hosford
Pupil premium lead	Ryan Gladwin
Governor / Trustee lead	Scott Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,555
Recovery premium funding allocation this academic year	£80,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year (This is a contribution towards total spend) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,145

Part A: Pupil premium strategy plan

Statement of intent

Green Meadows works with all our pupils at an individual level to maximise their progress. Pupil Premium funding allows us to carefully target our Children Looked After (CLA) and Free School Meals (FSM) population and ensure their holistic needs are addressed. We recognise that pupil progress for our population, particularly CLA and pupils entitled to FSM, is linked to emotional health, well-being and resilience.

Whole school and Pupil Premium initiatives are driven simultaneously, underpinned by relevant research and consultation. To this effect the school as referenced the findings of The Sutton Trust and Education Endowment Foundation (EEF) "Pupil Premium; Next Steps" report July 2015, in addition to the EEF Teaching & Learning Toolkit in order to ascertain the most cost-effective interventions which have impacted most positively on student outcomes. Evidence of impact will be gathered both quantitatively via hard data and qualitatively using case studies and pupil voice, for example.

We believe that all our pupils can, with the right support, be empowered to succeed and we are creating individual and personalised pathways for our students that are built around their varied needs. This personalised approach will help them achieve improved outcomes and prepare them for a positive next step into continuing education, work or training.

In order to achieve this we have developed a curriculum that is underpinned by an inclusive approach and provides opportunities for academic progression as well as vocational learning, whilst being engaging, creative and innovative.

We believe that working closely with our families and carers is vital for the success of our children and welcome their support and involvement. We aim to build relational wealth in young people and families that in turn builds the emotional resilience to tackle both social and educational challenges.

From our holistic assessment data, quality assurance processes, and evaluation of the current interventions used to support disadvantaged students, we see that when students that are engaged in sustained targeted provision with appropriate therapeutic intervention they make good progress against EHCP outcomes, academic outcomes, and we are developing an assessment framework for SEMH progress to support all young people.

The key principles in our strategy to address the challenges faced by disadvantaged students are summarised below:

- *High Quality "Bridging" provision that is designed to address the specific needs of students with this includes a grounding in relational approaches, trauma informed practice and unconditional positive regard.*
- *Targeted academic and therapeutic support that targets individual need*

- *Investment into support around the child and family to ensure families are able to support school to encourage good attendance and actively meet the needs of children and young people in the home and in the wider community.*

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of our PP children enter the Academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations.
2	Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey.
3	To support and develop the Green Meadows communication strategy in order to improve Oracy, Communication and Interaction skills.
4	Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life.
5	To improve the school attendance target to above the national average.
6	Continued provision of individualised support for pupils in receipt of PPG

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
Our Pupil Premium learners are, over time, achieving good progress from their different starting points.	Pupils will make progress in line personalised pathways and their individualised key performance indicators.. Including progress towards meeting EHCP outcomes.
Ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils.	Curriculum design provides students with individual learning plans that enable students to meet academic and SEND targets SEMH approaches support learners to self

	<p>regulate and engage in school successfully by demonstrating learning ready behaviours.</p> <p>Appropriate staffing levels ensure students have access to highly skilled individuals to support a calm and purposeful environment in which to learn</p>
<p>Specialist staff and the provision of additional resources to develop the successful delivery of Intervention Groups:</p> <p>The development of communication, interaction and social skills is a high priority for all our pupils and specifically those accessing PPG.</p> <p>The correlation between how pupils communicate, and behaviour is well evidenced and is a key strand of the academy's improvement strategy.</p>	<p>At least 90% of PPG pupils with Individual Pupil Risk Assessments will demonstrate improved behaviour outcomes which will be evidenced via a significant reduction of negative incidents.</p> <p>The majority of PPG pupils make good or better progress within the communication and interaction strand.</p> <p>Our assessment data will provide a summative 'snap shot of achievement' at the end of key stages and Engagement Steps and Progression Steps will enable us to record the achievement of pupils working beneath age-related expectations.</p>

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: £21,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching CPD - £6,000</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,6,3
<i>Phonics Training</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,4,6,3
<i>Team Teach Training costs for trainers and associated licences - £3,000</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,5
<i>Leadership Development Courses</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,6,3
<i>TLR – Phase Leaders - £12,000</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,5,6

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

Budgeted cost: £80,381.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA x 2 - £68,038</i>	EEF toolkit highlights both Teaching Assistant Interventions as having moderate impact for moderate cost, showing an impact of +4. QA evidence (Internal and external)	2,3
<i>Literacy interventions - £2,000</i>	EEF toolkit highlights both Phonics and Reading Comprehension as having high	1,2,3

<p>Multisensory alphabet and dictionary work (for students who can't sequence the alphabet (to develop automaticity and develop spelling skills))</p> <p>Memory training routines (for those with identified working memory deficits)</p> <p>Reading and spelling pack routines (students work with words they have learned through the programme to revisit and embed)</p> <p>Cursive writing practise (to help develop accurate letter formation along with speed)</p> <p>Reading, spelling and dictation in structure (working with words in context)</p>	<p>impact for low cost, showing an impact of +5 and +6 respectively.</p> <p>Progress data</p> <p>QA evidence (Internal and external)</p>	
<p><i>Numeracy Interventions - £2,000</i></p>	<p>Education Endowment Fund research</p> <p>Progress data</p> <p>QA evidence (Internal and external)</p>	<p>2,6</p>
<p><i>Vocational and Experiential Learning budget - £5,000</i></p>	<p>Education Endowment Fund research</p> <p>Progress data</p> <p>QA evidence (Internal and external)</p>	<p>1,2,3,4,5,6</p>
<p><i>Purchase of Boardmaker subscription - £3343.50 (1 year)</i></p>	<p>For more than 30 years, PCS have been used by millions of students and adults to understand and structure the world around them, communicate their thoughts, and learn to read and write. Symbol-based visual supports have been proven to help people with communication, behaviour and learning challenges succeed in school and life and amaze their peers, families, therapists and teachers.</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 121,981.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High staff to student ratios to ensure we are able to mitigate risks outlined in individual pupil risk assessments and maintain a ready, respectful environment. Not costed as from budget	Education Endowment Fund research Progress data QA evidence (Internal and external)	2,3,4
<i>1 x full-time Communication and Interaction worker - £35,698</i>	EEF toolkit highlights Oral Language Interventions as having high impact for low cost, showing an impact +6. Progress data QA evidence (Internal and external)	1,2,3,4
<i>1 x full-time Behaviour Support Worker - £33,170</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,3,4
<i>1x full-time Pastoral and Family Support Officer – £35,698</i>	EEF toolkit shows the impact of parental engagement as being low cost with moderate impact and an impact rating of +4 Behaviour Data QA evidence (Internal and external)	1,2,3,4,5,6
Applied Psychologies commissioned OT <i>£545 per day - 10 days commissioned - Total cost £5450</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,3,4,5,6
<i>£8,145 – SEN Music Ensemble</i>	EEF toolkit highlights the positive impact that Arts intervention through low cost with an impact rating of +3 QA evidence (Internal and external)	6
<i>£3,820 – Music Therapy</i>	EEF toolkit highlights the positive impact that Arts intervention through low cost with an impact rating of +3	6

	QA evidence (Internal and external)	
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Total budgeted cost: £ 223,362.50

With a contribution of £194,145.00 from the pupil premium and recovery premium funding to support the projects above.

Detail	Amount
Pupil premium funding allocation this academic year	113,555
Recovery premium funding allocation this academic year	80,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year (This is a contribution towards total spend) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	194,145

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 2021 to 2022 academic year.

An in house teaching and learning festival took place, buying in some specific services. Teachers have started to develop their specialist knowledge of teaching within a special school setting resulting in positive progress within their EHCP outcomes and increased academic achievement across the academy. Mental health lead training took place supporting the delivery of the wider preventative curriculum. Read Write Inc resources and phonics training took place to ensure that teaching staff are well equipped to launch the phonics scheme in September 2022.

Team Teach and positive regard training supported the development of staff across the academy to understand how to safely manage and understand pupil behaviours. We have invested in a new behaviour analysis system to be able to effectively track and analyse the progress of pupils.

SALT interventions have taken place to develop the staff understanding of how to support pupils with communication and interaction data. The majority of pupil premium pupils have made progress within their communication and interaction needs.

Regular trips to college, compass house, sailing club, the local community, duke of edinburgh, residential visits and commissioned projects with the canal and river trust has ensured that all pupils have had a greater experience of wider cultural capital resulting in greater knowledge and understanding of the world around them.

The majority of pupil premium pupils have made progress within their area of communication and interaction due to the ongoing targeted work from the communication and interaction leaders and targeted intensive interaction training for staff.

Family Support Officers have supported 49 families through Early Help interventions throughout the academic year and 11 families through CIN intervention across the academic year.

SEMH and Attachment lead has been added to the structure and has supported over 20 percent of the pupil premium pupils across the academic year, supporting them to increase their understanding of emotions.

Music interventions and therapy took place weekly throughout the academic year developing communication and interaction and sensory physical development.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.