



**PensMeadowSchool**

*Living, Growing, Learning*

## Pupil Premium Report

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MAY 2022

Staff Responsible: Marie Hunter

## School Overview

| Detail  | Data  |
|---|---|
| Number of pupils in school  | 111 September 2021<br>110 January 2022<br>109 May 2022                                    |
| Proportion (%) of pupil premium eligible pupils                         | 2020–21: 24<br>15 primary, 9 secondary<br><br>2021 – 2022: 23<br>13 primary, 10 secondary |
| Academic year/years that our current pupil premium strategy plan covers | 2020/2021<br>2021/2022<br>2022/2023   |
| Date this statement was published                                       | January 2022  |
| Date on which it will be reviewed                                       | January 2023  |
| Statement authorised by   | Marie Hunter,<br>Headteacher  |

## Funding overview

| Detail   | Amount   |
|--|--|
| Pupil premium funding allocation this academic year                                    | £22,045 (April 20 – April 21)<br>£27,035 (April 21 – April 22) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0   |

## Background and Strategy

Schools are free to spend pupil premium as they see fit. However, we are accountable as to how it is spent and the impact it has. One of the challenges we face as a school for children with complex needs in all areas of Education Health Care Plans is in evaluating the degree to which social background affects achievement.

As the barriers to learning are primarily developmental rather than social, they affect all pupils within the school, not just those from particular social backgrounds. In exploring how to use the pupil premium to add value, we looked beyond the notion of achievement being focused on the acquisition of skills and knowledge to include further development of socially appropriate behaviours and socially based communication

## Our Implementation Process

We select a small number of priorities to give them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

We will:

### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

### Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

### Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

### Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

## Family Support

Evidence supports the belief that interventions focused on parental involvement in children's education improves outcomes. On this basis Pens Meadow, have utilised a percentage of the pupil premium to employ a Strategic Lead for Integrated Family Support (SLIFS) whose role is to support families in addressing any issues which impact on the family and child, provide a supportive link to school and engage families in family learning and school life.

In addition, the SLIFS coordinates extended learning opportunities for children out of school and the involvement of their families through adult learning programmes, after school and holiday informal learning opportunities. It is a designated role for providing early intervention for families in relation to accessing appropriate support and services to ensure a consistent, child centred approach to learning.

The SLIFS leads a team of support workers and provides invaluable support to families.

## Our Review Process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

| Intervention<br>Cost<br>Timescale  | Objective   | Evaluated by   | Impact   |
|--|---|--|--|
| <p>Two thirds of total available funds part of Strategic Lead role</p> <p>£15,000 (20-21)<br/>£18,000 (21-22)</p> <p>Ongoing – reviewed annually by governing board</p>  | <p>To ensure families of vulnerable pupils are supported both academically, with physical and sensory needs and emotionally,</p>  | <p>Weekly meetings in school; team around the child and BfLL (Behaviour for Life and Learning) to identify vulnerable pupils.<br/>Team decision whether to involve Family Support Team (FST), school nurse, or early help LA teams.<br/>Monthly analysis of all pupil information supports decision Caseload discussed half termly with DHT and SLIFS.<br/>Recording on CPOMS used by SLT to monitor and inform future actions</p> | <p>CPOMS well established and used effectively to support seamless communication with families and liaison with all agencies.</p> <p>Flexibility of role utilised to full effect during Covid 19, including delivery of breakfast, other provisions and home learning packs to families at home.</p> <p>Family feedback that support is invaluable</p> |
| <p>HLTA time identified to carry out weekly interventions with pupils identified as not making targeted progress</p> <p>£3,400 pa (20-21)<br/>£3,800 pa (21-22)</p> <p>Cohort receiving input reviewed termly 0.5 day per week directed to PP pupils</p> | <p>To ensure all pupils are making as much progress as possible</p> <p>Covid has affected the delivery of these interventions, however, for autumn 21 additional staffing resource has been identified to add capacity for delivery</p> | <p>Half termly meeting between DHT and HLTAs to agree caseload, review focus and correlate DAPA / EHCP / IEP targets<br/>Half termly progress meetings with all teachers to ensure focus is kept on individual progress<br/>Termly reporting to governor<br/>School Improvement Committee of impact of interventions</p>   | <p>Effective use of targeted time which has measureable impact on pupil progress, All four areas of EHCP included as priority for Interventions</p> <p>Difficulties with delivery and monitoring during 2020 – 21 Covid reported to governing board termly.</p>  |
| <p>Purchase Support from Occupational Therapist for Sensory Integration</p> <p>Focus on pupils in receipt of PPG for 10 sessions @£120 = £1200</p> <p>Reviewed termly by DHT</p>   | <p>Ensuring pupils sensory needs are identified in order to be met through personalised provision in school and liaison with families at home. This will support progress being made</p>  | <p>DHT directing support and monitoring of provision, half termly<br/>TLRs monitoring provision through established systems<br/>Intervention reporting to governing board<br/>Governor visits when Covid does not prohibit these.<br/>Evidence of all identified programmes in regular use</p>   | <p>Swift and effective support of pupils newly starting school builds relationships with families and enables progress in a timely way<br/>Staff teams trained by OT through demonstration and review ensures skilled workforce</p>  |
| <p>Total Spend<br/>£19,600 (20-21)<br/>£23,000 (21-22)</p>   | <p>Remainder available for pupil specific interventions as identified</p>   | <p>DHT working with individual teachers in progress meetings: reviewed and recorded through established systems and processes</p>  |  |