



**PensMeadowSchool**

*Living, Growing, Learning*

## Pupil Premium Report

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AUTUMN 2023

Staff Responsible: Marie Hunter

## School Overview

Detail	Data
Number of pupils in school	110 September 2022 110 September 2023
Proportion (%) of pupil premium eligible pupils	2022 – 23: 27 19 primary, 8 secondary  2023 – 24 : 32 19 primary, 13 secondary
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was last reviewed	September 2023
Date on which it will be next reviewed	September 2024
Statement authorised by	Marie Hunter, Headteacher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,035 (April 21 – April 22) £34,195 (April 22 – April 23) £41,100 (April 23 – April 24)
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 social based communication

## Our Implementation Process

We select a small number of priorities to give 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 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 adaptation

### 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 Cost Timescale	Objective	Evaluated by	Impact
<p>Two thirds of total available funds part of Strategic Lead role</p> <p>£22,800 (2022 – 23) £27,400 (2023 - 24)</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. Team decision whether to involve Family Support Team (FST), school nurse, or early help LA teams. Monthly analysis of all pupil information supports decision Caseload discussed half termly with DHT and SLIFS. 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 and since 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>Leading Parent Partnership award achieved</p>
<p>Purchase Support from Occupational Therapist for Sensory Integration</p> <p>Increase to full day from April 2022 as evidence of significant pupil progress towards outcomes:</p> <p>Session cost £150 x 39 = £5,850</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 TLRs monitoring provision through established systems Intervention reporting to governing board Governor visits when Covid does not prohibit these. 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 Staff teams trained by OT through demonstration and review ensures skilled workforce</p>
<p>Total Spend</p> <p>£28,650 (22-23) £33,250 (23-24)</p>	<p>Any remainder available for pupil specific interventions as identified (staffing costs to deliver)</p>	<p>DHT working with individual teachers in progress meetings: reviewed and recorded through established systems and processes – progress notes</p>	<p>All pupils make the maximum progress towards their outcomes</p>