

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant. Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

### School overview

Detail	Data
School name	Kings Meadow School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	65.4
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen McCormack
Pupil premium lead	Helen McCormack
Governor / Trustee lead	Anthea Murphy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£39,220

## 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 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> <p>The majority of our cohort have communication and interaction as their second most prevalent need identified within their Education, Health and Care Plans. Many of our children have significant difficulties with social communication, a key life skill and a fundamental building block for succeeding in education.</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 be and feel safe in school, to build and sustain trusting relationships and to be able to engage in learning.</p> <p>Almost all the children have social, emotional and mental health difficulties identified as their primary need in their Education, Health and Care Plans. Some children have diagnosed neurodevelopmental difficulties such as Attention Deficit Hyperactivity Disorder.</p>
3	<p><u>Cognition and learning difficulties</u></p> <p>Some of our pupils have diagnosed specific or moderate 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> <p>Most children work significantly below age related academic learning expectations.</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, understanding and supporting them with their own needs and difficulties accessing support services.</p>
5	<p><u>Enrichment – cultural capital</u></p> <p>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</p>

	by partial school closures and the closures of clubs and support groups outside of school.
6	<p><u>Attendance</u></p> <p>Covid-19 adversely impacted on the attendance of some pupils due to increased mental health needs, concerns about families and evidence of increased disengagement with education.</p> <p>Attendance remains a challenge for a small minority of pupils and support is focussed on enabling them to overcome barriers, such as emotionally based school avoidance.</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, including social communication. 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"> <li>increased emotional regulation</li> <li>increased readiness and stamina for learning</li> <li>better understanding of learning</li> </ul> <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 support from the NHFT 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>Increased numbers of staff trained in SLCN understanding and approaches.</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 over time reflected in termly and annual 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 embed a whole school synthetic phonics scheme and further raise the profile of reading throughout the school.</p>	<p>All staff completed phonics training. Monitoring and evaluation reflect all children accessing phonics teaching effectively. 80%+ pupils make expected or better progress in reading, in relation to their specific and individual targets. Use of library reflects wide participation across the school. 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/carer surveys reflect satisfaction in school provision. At least 80% parent/carer attendance at annual reviews. Parent/carer attendance at whole school assemblies or special events, specific meetings. Parents/carers are able to engage with the family support team to address any concerns or issues they may have.</p>
<p>Pupil premium students will participate in a range of enrichment opportunities to increase their knowledge and understanding of the wider world (linked to curriculum intent). Opportunities created for pupils to engage in offsite cultural visits.</p>	<p>Pupil positively engage with cultural and enrichment experiences. Surveys/feedback reflect enjoyment of experiences. Visit records reflect opportunities created</p>
<p>Bespoke packages put in place for disengaged pupil premium students and to support those whose attendance is low.</p>	<p>Positive engagement from pupils on individualised timetables. Attendance plans reflect progress towards individual attendance goals.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased in-class support for speech, language and communication needs.</p>	<p>“Five Good Communication Standards,” Royal College of Speech and Language Therapists  Communication (EEF)</p>	<p>1,2,3</p>

Support for improving whole school processes such as support and intervention plans and target setting.	Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary'	
Embed a therapeutic training package 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  High level of new class facing staff.	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	1,2,3
Fully embed synthetic phonics approach – ELS – and raise the profile of reading across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	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, particularly through the Connect Curriculum Pathway.	EEF Toolkit: One to One Tutoring +5 mths	3,6

<p>Review the overall provision of structured interventions and identify effective approaches to support pupils both in and out of class.</p> <p>Provide additional staff training in these areas.</p> <p>Develop intervention specialisms amongst staff team.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>High number of new class facing staff.</p>	<p>1,2,3</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To strengthen and improve positive engagement with parents and carers. To identify and implement appropriate support for families</p>	<p>EEF Working with parents to support children's learning</p>	<p>4</p>
<p>To provide increased opportunities for enrichment activities to widen pupils' knowledge and understanding of the wider world such as:</p> <p>Visits to museums and churches</p> <p>Theatre performances</p>	<p>EEF literature review on non-cognitive skills</p> <p><a href="http://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">http://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a></p>	<p>2, 5</p>

**Total budgeted cost: £39,220**



## 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 2023 to 2024 academic year.

During the academic year 2023 – 24 we continued to see 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 additional staffing so that there was a higher ratio of adults to pupils within classes. This enabled children to build key relationships with adults 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 needed additional support throughout the transition process.

Staff were provided with attachment aware and trauma responsive training and this approach to our pedagogy is gradually embedding across the school.

A small number of students have benefitted from the positive impact of the Connect provision and have been able to increase their attendance from almost none in previous settings to steadily increasing towards full-time since joining Kings Meadow within the last twelve months.

Synthetic phonics is fully embedded within the curriculum and overall children are making good progress.

We also supported some placements at Seeds of Change, an equine therapy provision. There were a range of enrichment opportunities provided to increase pupils' experience and knowledge of the wider world, including visits from theatre groups and to a local church.