



Pupil premium strategy statement – Medeshamstede Academy

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	117
Proportion (%) of pupil premium eligible pupils	48 (41.02%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	November 2024
Statement authorised by	<i>Charlie Smith Principal</i>
Pupil premium lead	<i>Charlie Smith Principal</i>
Governor / Trustee lead	<i>Sarah Martin SEND</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,545
Recovery premium funding allocation this academic year	£48,528
Pupil premium (and recovery premium) funding carried forward from previous years	TBC
Total budget for this academic year	£98017

Part A: Pupil premium strategy plan

Statement of intent

The school intends to review its spending plans annually as the school cohort complexity changes.

Our aim is to utilise the pupil premium funding to maximise pupil (and group) opportunities to both access their education and improve their independence.

Overarching areas include:

- Academic Achievement,
- Independence,
- Social awareness,
- World of Work and Employment and potential Further Education

As a result of every pupil in the school having an EHCP with distinctive targets aimed to be achieved the pupil premium is able to support some of the very specific needs as well as targeting other pupils who may benefit (whole school approaches).

The school has developed robust assessment arrangements that identifies the small steps pupils need to make to develop and maintain key skills, knowledge and understanding. All pupils are baselined on entry. The strategy is based on those pupils who are disadvantaged ensuring targeted support is available

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic and naturally continues with the aim of bridging any gaps in education for an individual pupil.

Our strategy and drivers are to promote:

- Resilience (To manage their situations and fears)
- Reflection (To understand what went well and what could be improved)
- Respect (To understand the meaning of respect and act upon it)
- Responsibility (Understanding its meaning and how to take and give responsibility)

Our priority drivers relate to reading and phonics and the school has invested and looking to further develop resources to enhance this provision.

Challenges

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

Challenge number	Detail of challenge
1	<p>As a special school the Internal and external assessments show not only that disadvantaged but pupils generally have starting points well below their chronological age (the range identified is between 2-10 years below chronological age).</p> <p>Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress requires highly skilled staff and the challenge around recruitment and training has to be addressed. To further upskill staff in ASC will form part of this challenge and strategy.</p>
2	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have global delays across the curriculum. The current Data set shows that the range of chronological age against operating level is on average for disadvantaged children some 7 years (6.71 data points average) from their starting points</p>
3	<p>Due to the nature of the school our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
4	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
5	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop independence and personal skills, e.g., independent travel.</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>Improved attainment for disadvantaged pupils in all subjects, notably functional Maths and English, Maths and English relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/245.</p> <p>An increase in the percentage of disadvantaged pupils gaining progression step gains and therefore skill, knowledge and understanding.</p>

Improved Reading outcomes for all disadvantaged pupils from their starting points	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/245. An increase in the percentage of disadvantaged pupils gaining progression step gains and therefore skill, knowledge and understanding.
Staff that require it are highly competent with signing and communication activities	Staff in their relevant areas where signing is a highly effective method of supporting pupils with access to their education are recorded as proficient and pupils small steps are increasing using the data capture available
Staff and Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	Through purchasing tailor made SEND specific careers education programme. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 or into employment

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: **£54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a maths Teaching and Learning Responsibility lead, to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	1

<p>develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	
<p>CPD for teaching staff on developing their skill sets related to the pupil population. Initially a consultant will consider staff confidence levels and consider CPD development needs (Circa £2000)</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	1
<p>Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher Level Teaching Assistant time.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	1, 3

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

Budgeted cost: **£28,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in and train staff with the use of new technologies that can support learning and make it more accessible</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

<p>Additional reading and language comprehension sessions from a lead practitioner, for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Centre on Improving Literacy</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	6

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

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	3
<p>Programme working with parents and carers to develop effective home learning environments and increased self-expression.</p>	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p>	3, 4
<p>Careers education development</p>	<p>A robust careers education programme allows for the</p>	4, 5, 6

including cycle training, Public transport training for Year 9 - 11 pupils. Involves CPD and release time for staff members.	maximisation of opportunity at the next stage of the pupils life. Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	
--	--	--

Total budgeted cost: £108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is evident that strategic posts such as the literacy lead was created as well as the pastoral team, Provision for school uniform, Cooking, Sports Coaching / Teaching, Educational Psychologist involvement, Development and expansion of structured intervention through the YDP partnership, on boarding of PE Teacher and Alternative provision service focusing on raising self-esteem and self-efficacy were undertaken

Education outcomes for primary pupils:

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. This data is found via our website and a link although this needs to be read whilst considering the current pupil population.

The school has had to review pupil progress on an individual basis and took the decision to re-baseline all pupils in 2022-23 to ensure we had a secure start point. From their starting points in the main pupils had made secure progress but still remain behind mainstream expectations

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils were broadly in line with other pupils in the school.

This remains very individual to the pupils start points

Education outcomes for secondary pupils:

Key stage 4 results and our internal assessments suggest that the school faced some challenges especially around the recruitment and retention of staff, this said all pupils were able to secure further education destinations to continue their studies with 100% of pupils placed into local colleges. Those entered for exams were able to meet the required thresholds (with some cases where this was not achieved)

Wider outcomes, for primary and secondary pupils:

Our assessments and observations during 2022/23 suggested that the wider development outcomes for our disadvantaged pupils continue to be varied due to the complexity of need. Where there were any fall back in progress, it generally pointed primarily to the ongoing impact from COVID-19. Many pupils require the skilled support of the teacher and teaching assistants to drive the access to education

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022 -2023. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been

evidenced across the country. Levels of dysregulation were high for a period of time hence the development of the Pastoral team and clear oversight of communication developments were a priority.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
There were no service children on roll during 2022-2023
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

Additional activity
