

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	62
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Matthew Bloodworth-Flatt
Pupil premium lead	Matthew Bloodworth-Flatt
Governor / Trustee Lead	Gayle Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The school intends to review its spending plans annually as the academy cohort 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

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on an assessment of need, and helping pupils to access a broad and balanced curriculum. Acknowledging all pupils have an EHCP, pupil premium funding will also be focused on the distinctive targets of individuals, as well as targeting other pupils who may benefit (whole school approaches).

We aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience offered at Medeshamstede Academy.

We will provide an intensive pastoral support service for pupils and for parents and carers with a focus on well-being and self-regulation strategies We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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 be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and judgements show that the vast majority of students are working below their chronological age (between 2 – 10 years). Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress requires highly skilled staff.
2	Our assessments, observations and judgements show that disadvantaged pupils have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally... <ul style="list-style-type: none"> • Have fewer opportunities for community participation • Have fewer opportunities to develop cultural capital outside of school. • Require additional support to develop personal skills for adulthood e.g. independent travel.
4	Our assessments, observations and judgements indicate that disadvantaged pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
5	Our observations and judgements indicate that disadvantage pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

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
Academic Outcomes	
Improved and/or sustained attainment for disadvantaged pupils in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our routine and end of year assessments. 100% of disadvantaged pupils achieving their predicted grades in English and Mathematics Entry Level and/or Functional Skill qualification. Notable progress made following intervention and/or tuition programmes.
Improved reading outcomes for all disadvantaged pupils from their starting point.	Through achievement of improved performance, as demonstrated by our routine and end of year assessments.
Disadvantaged pupils to demonstrate improved communication skills including	Teachers' observations show developed communication skills allowing

<p>the use of augmentative and alternative communication methods.</p>	<p>disadvantaged pupils to express their needs and communicate socially. Achievements of relevant EHCP targets, Individual targets or SALT targets.</p>
<p>Wider Outcomes</p>	
<p>Disadvantaged pupils have greater confidence and/or independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families. Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>Disadvantaged leavers will successfully transition onto employment, training, further education or an appropriate community care provider – destination data. Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments. 100% of year 11 pupils will participate in an inclusion course/learning opportunity with an external provider.</p>
<p>Opportunities to support pupils' emotional well-being will be maximised therefore impacting disadvantaged pupils' self-esteem and their ability to use strategies for self-regulation.</p>	<p>Pupils are provided with targeted support in line with their emergent well-being needs. Such support positively impacts a pupil's attitude towards themselves and school, their self-esteem and their ability to self-regulate.</p> <ul style="list-style-type: none"> • ELSA • Lego Therapy • Play Therapy <p>Notable improvements in disadvantaged pupils being ready to learn – evidenced through internal observations.</p>
<p>Pupils have the opportunity to develop their skills outside the classroom through outdoor education. They are given opportunity to develop communication skills, resilience and self-regulation out of the classroom environment whilst also increasing their enjoyment for learning outdoors.</p>	<p>Pupils develop communication and resilience skills in contexts outside of the classroom environment. Pupils are timetabled for lessons within Forest School. Pupils progress in personal development or social skills is recorded.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and English lead to develop and improve the phonics and reading provision across the school.</p> <p>Whole school training and development project to upskill all staff members subject knowledge of phonics and reading.</p> <p>The leader will engage with our learning alliance to develop the quality of phonics teaching through CPD.</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Continued professional development will ensure staff member teaching and/or supporting pupils have a strong skill set to cater for their emerging needs.</p>	<p>CPD can enhance teacher confidence, self-efficacy and retention. High quality CPD can improve student outcomes, with average effect sizes between 0.1 and 0.2 – comparable to adding two extra months per year.</p> <p>Wellcome - EPI: The effects of high-quality professional development on teachers and students</p>	1, 2, 4

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

Budgeted cost: £ 32,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further deployment of Learning Mentors to help lead the development of key initiatives.</p> <ul style="list-style-type: none"> • Targeted academic interventions • Close liaison, collaboration and development of guidance from SALT. • Pastoral support to improve student attendance. 	<p>Targeted deployment of teaching assistants who are trained to deliver an intervention to small groups or individuals has a high impact on progression and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Making Best Use of Teaching Assistants EEF</p>	1, 2, 4 and 5
<p>Weekly involvement (therapy, intervention and/or advice and guidance) provided by Bursting with Potential.</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</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	

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

Budgeted cost: £29,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to be trained in PRICE.</p> <p>Further Continued Professional Development with a focus on Autism.</p>	<p>Emotion Coaching and Team Teach will provide a whole school approach to support pupils in the most appropriate way, supporting their individual special educational and social emotional and mental health needs.</p> <p>PRICE Training</p>	4, 5
<p>Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum.</p>	<p>Many disadvantaged children may not get these opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all.</p>	1, 2, 3 and 5

	EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit	
<p>Ensure that pupils are engaged in our outdoor education curriculum and wider experiences of trips and visits and match the curriculum.</p> <p>Development of Outdoor Education to ensure Forest School sessions and outdoor learning/play builds communication, social interaction and a love of outdoors.</p>	<p>Our outdoor provision is a key aspect of not only developing pupil's love of the outside world but helps to build their resilience and decision-making skills together with self-regulation strategies and social skills.</p> <p>Provide children with experiences outside their normal environment.</p>	1, 2, 3 and 5
<p>Provide effective career guidance to post-14</p> <p>Provide enhanced learning opportunities which support community participation, develop cultural capital and support the development of key personal skills for adulthood.</p> <p>Training Year 11 pupils to use public transport.</p> <p>This will involve CPD and release time for one staff member.</p>	<p>We have observed that an ongoing programme of career guidance, opportunities for community engagement, additional opportunities of cultural capital and programmes to develop personal skills for adulthood is enriching for disadvantaged pupils and support them is making successful transitions to employment, further education and/or a community care provider.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	2, 3 and 5
<p>Build on parental engagement initiatives to support pupils.</p>	<p>Parental engagement EEF</p>	5
<p>Provide bespoke interventions and programmes to support pupils with their emotional wellbeing and self-esteem.</p> <p>Movement breaks and planned activities to support regulation and</p>	<p>Inclusion Mentors and External professionals will provide bespoke support, interventions and programmes including...</p> <ul style="list-style-type: none"> • ELSA • Lego Therapy • Play Therapy <p>EEF Behaviour Interventions Report</p>	1, 2 and 4

<p>increase pupils' readiness to learn.</p> <p>The use of sensory circuits and other therapeutic approaches and or programmes approaches to support learning.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Report Metacognition and self-regulation.</p>	
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Total budgeted cost: £ 72,470

Part B: Review of the previous academic year

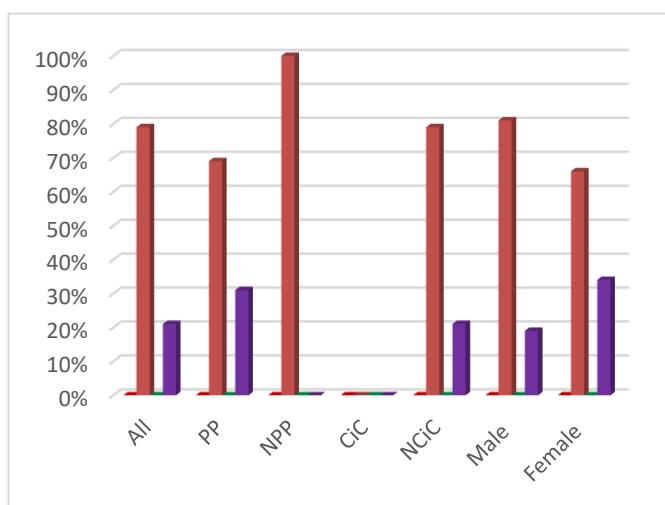
Outcomes for disadvantaged pupils

Outcomes 2024 - 2025

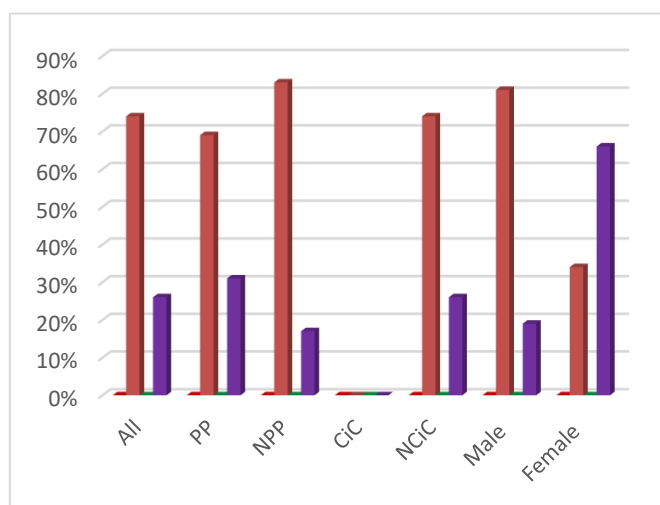
Key	■ No Progress	■ Trackable Progress	■ Met Target	■ Exceeded Target
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ETFS / Key Stage One (19 pupils)

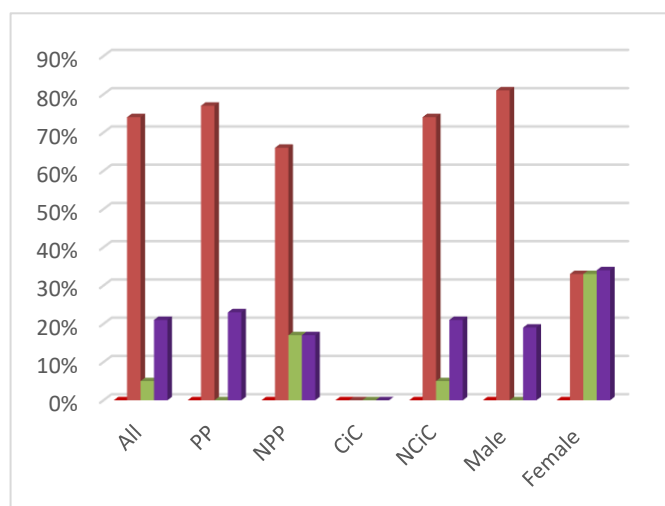
Communication and Language



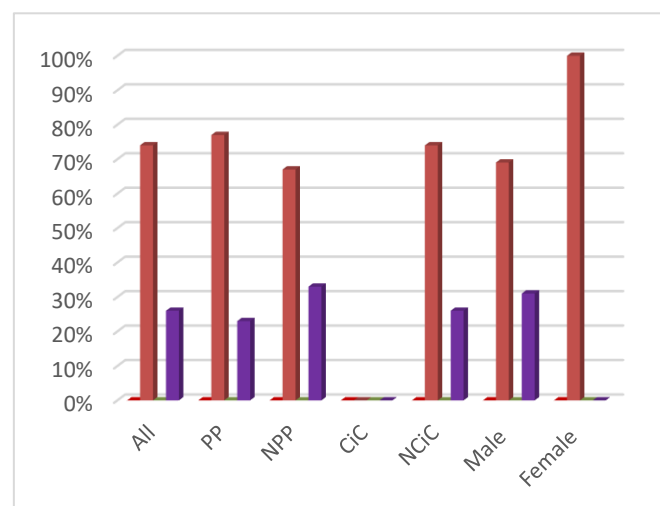
Personal Social and Emotional Development



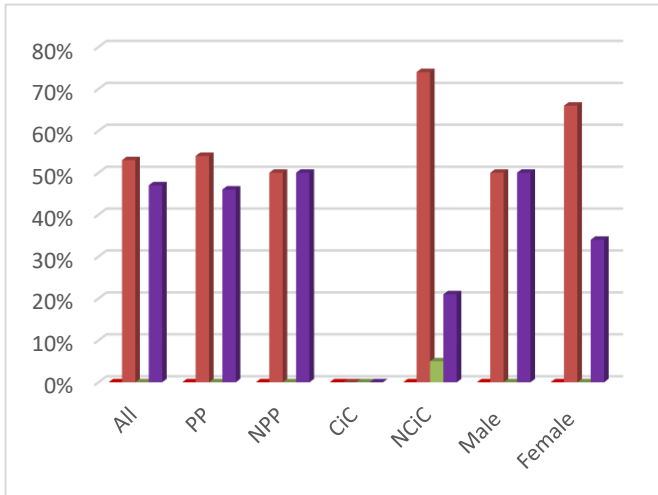
Physical Development



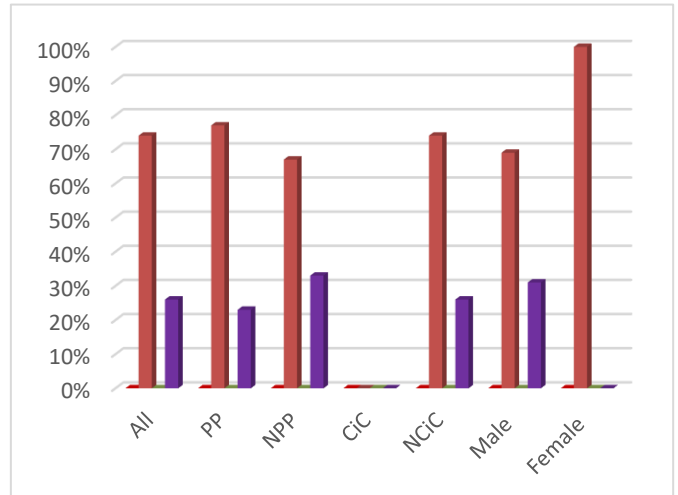
Literacy



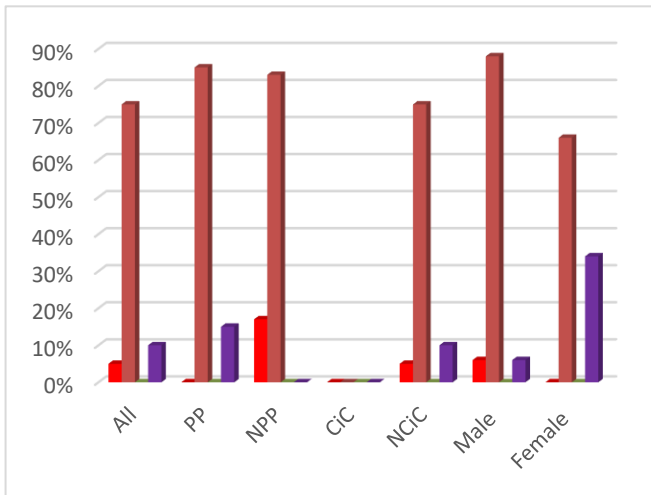
Mathematics



Understanding the World

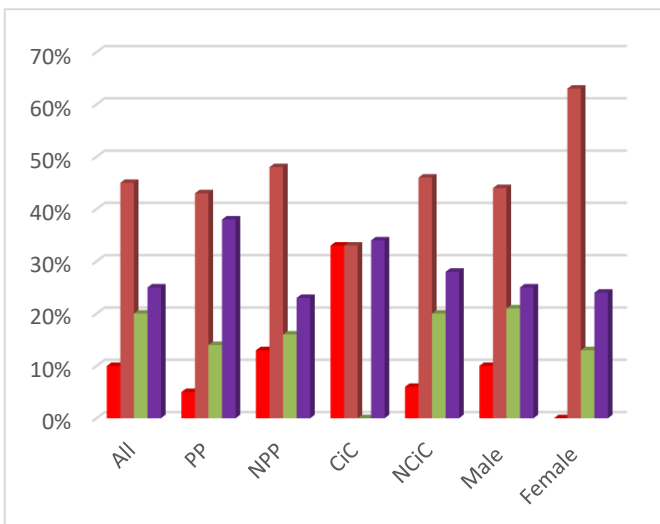


Expressive Arts and Design

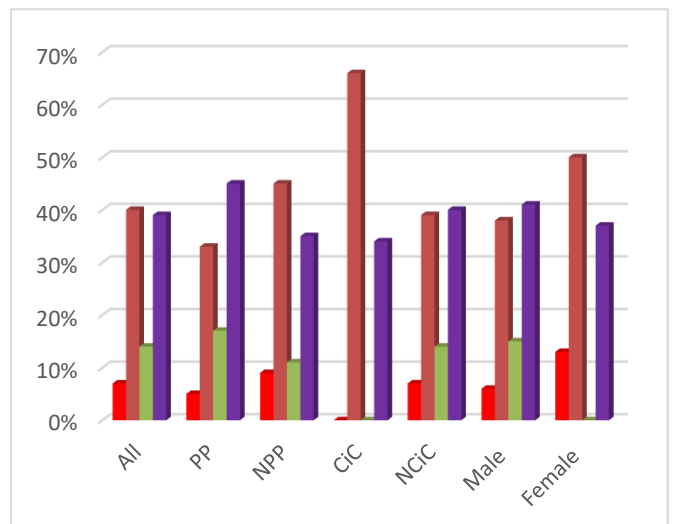


Key Stage Two – Key Stage Four (86 pupils)

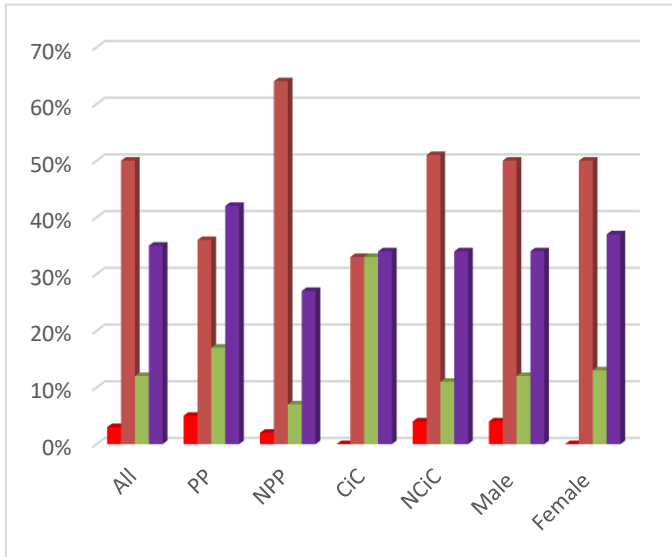
Reading



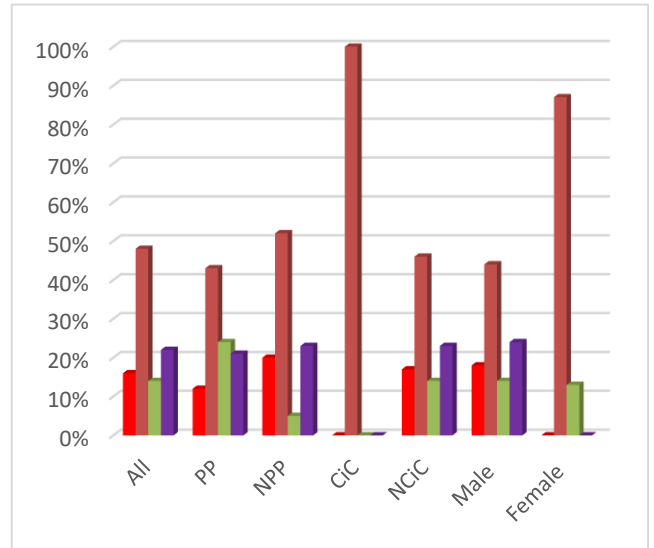
Writing



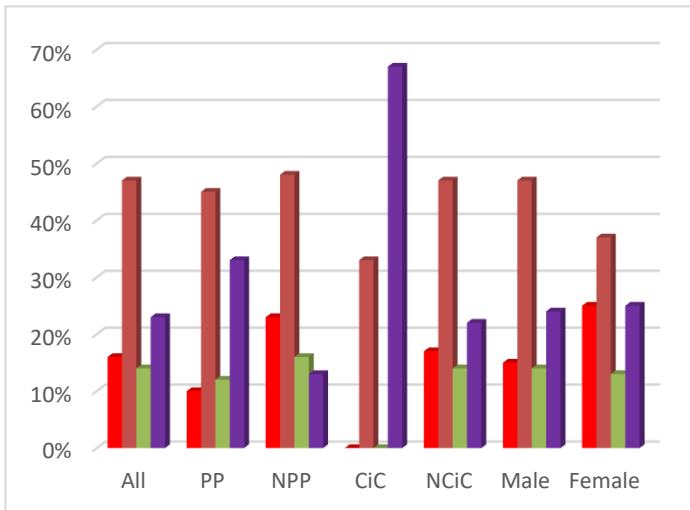
Maths



PSHE



Science



Conclusion

- Attainment between specific groups is broadly inline. There are higher levels of pupils making no trackable progress in Reading, Writing and PSHE which is of concern.
- There are larger proportions in Key Stage 4 who did not make trackable progress.
 - There are some concerns that aspects of the current assessment systems are not appropriate for to the scheme of learning and accreditation pupils are working towards.
 - There has been a high turnover of staff in this area which has made affected the quality of assessment completed at key assessment points.