

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

### School overview

Detail	Data
School name	<b>Medeshamstede Academy</b>
Number of pupils in school	<b>109</b>
Proportion (%) of pupil premium eligible pupils	<b>54 (49.5%)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2022-2025</b>
Date this statement was published	<b>November 2022</b>
Date on which it will be reviewed	<b>September 2023</b>
Statement authorised by	<b>Jamie Jones</b>
Statement Updated by	<b>Zoe Kirby April 2023</b>
Pupil premium lead	<b>Zoe Kirby / James Husband</b>
Governor / Trustee lead	<b>Sarah Martin</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£69,225</b>
Recovery premium funding allocation this academic year	<b>£ 58,342</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£127,567</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

***Staff at Medeshamstede School are dedicated to supporting students in receipt of pupil premium funding. Students make expected progress in relation to their EHCP and the long term outcomes for the 4 areas of need:***

- ***Communication and interaction***
- ***Cognition and learning***
- ***Sensory and Physical***
- ***Social, emotional and mental health***

***Medeshamstede is devoted to diminishing the attainment gap between pupil premium students and non-pupil premium students by ensuring that:***

***Teaching and learning opportunities meet the needs of the pupils***

***Appropriate provision is put in place for pupils***

***Funding to be allocated following an analysis***

***Although the funding and strategies put in place are focused on the needs of disadvantaged students, it will further aid the whole school where funding is spent on whole school approaches.***

#### **School Objectives in spending**

##### **Teaching**

***To provide training and professional development for teachers***

***Recruitment and retention of staff***

##### **Targeted academic support**

- ***Provision to raise Literacy***
- ***Therapy (Emotional Wellbeing, OT, Pastoral)***
- ***One to one tuition ( Catch up )***

##### **Wider School Approaches**

- ***School breakfast club***
- ***Help with the cost of educational trips and visits (Hilltop)***
- ***Improving Literacy (Scholastic Book Fair/ World Book Day activities/ Read write inc / Fresh start )***

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## Challenges

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

Challenge number	Detail of challenge
	<b>ADDITIONAL NOTE:</b> The overarching challenge in an SEND setting for Pupil Premium children is being able to make sufficient headway from their often very low starting points. Some of the challenges set out below include how best the school meets these.
1	<b>STAFF TURNOVER:</b> Due to the significant turnover of staff the school has identified the requirement for all staff to be able to use a wide range of strategies to support those deemed as Pupil premium pupils. The strategies developed and maintained will benefit all pupils All staff can clearly identify support strategies for Pupil Premium students
2	<b>HIGH QUALITY CPD TO SUPPORT ACCESS:</b> Staff to access high quality CPD linked to the identified needs from the Pupil premium EHCP outcomes
3	<b>SPECIALIST TEACHERS:</b> Quality first teaching- challenges in recruiting experienced specialist teachers to provide strong subject knowledge and how to make the subject accessible to all. Key focus on Literacy and Numeracy
4	<b>ACCURATELY TRACKING SMALL STEPS OF PROGRESS:</b> To review and supplement the existing accurate reporting tool (b squared) to support the monitoring of the impact of PPG
5	<b>READING/PHONICS DEVELOPMENT:</b> PP students generally are more likely to have language and literacy difficulties compared to non-disadvantaged pupils and as such an understanding and awareness of how this relates to children with Autism is a key aspect
6	<b>PASTORAL SUPPORT:</b> Dysregulation is a key point for many Pupil Premium children and this can significantly create a major obstacle to access learning

## 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
1. STAFF TURNOVER: Due to the significant turnover of staff the school has identified the requirement for all staff to be able to use a wide range of strategies to support those deemed as Pupil premium	<i>Staff to be aware of their role and through this and effective use of the prescribed strategies there are notable gains seen through EHCP reviews and academic reviews.</i>

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<p>pupils. The strategies developed and maintained will benefit all pupils</p> <p>All staff can clearly identify support strategies for Pupil Premium students</p>	<p><i>Parental feedback indicates they are pleased with their child's progress</i></p> <p><i>It is not possible to put a definitive quantitative figure to this as each child's starting point is different</i></p>
<p><b>2. HIGH QUALITY CPD TO SUPPORT ACCESS:</b></p> <p>Staff to access high quality CPD linked to the identified needs from the Pupil premium EHCP outcomes</p>	<p><u>Teaching</u></p> <p><i>Effective CPD in place mirroring school and staff needs</i></p> <p><i>Supporting PP children with clear CPD outcomes focussed on individual needs</i></p> <p><i>Professional development evidenced through pupil profiles and assessment data showing steps of progress made</i></p>
<p><b>3. SPECIALIST TEACHERS:</b></p> <p>Quality first teaching- challenges in recruiting experienced specialist teachers to provide strong subject knowledge and how to make the subject accessible to all. Key focus on Literacy and Numeracy.</p>	<p><i>Posts will be filled and indicators for assessing pupil progress are showing positive outcomes.</i></p> <p><i>Staff report they feel confident with the delivery of lessons</i></p> <p><i>Curriculum model will be reviewed for 2022-2023</i></p>
<p><b>4. ACCURATELY TRACKING SMALL STEPS OF PROGRESS:</b> To review and supplement the existing accurate reporting tool (b squared) to support the monitoring of the impact of PPG</p> <p>To re-baseline all pupils to ensure an accurate diagnosis of need and next steps are in place</p>	<p><i>Baseline data is secure and identifies both the current and expected rates of progress over time (this to be followed up early in 2023)</i></p>
<p><b>5. READING/PHONICS DEVELOPMENT:</b> PP students generally are more likely to have language and literacy difficulties compared to non-disadvantaged pupils and as such an understanding and awareness of how this relates to children with Autism is a key aspect</p>	<p><i>School will have considered and introduced an effective reading and phonics scheme(s)</i></p> <p><i>School will have purchased training and materials to support PP pupils</i></p>
<p><b>6. PASTORAL SUPPORT:</b> Dysregulation is a key point for many Pupil Premium children and this can significantly create a major obstacle to access learning and the intended outcome is to provide access to skilled staff who can provide immediate support to ready them for re-engaging with learning</p>	<p><i>School will have appointed pastoral leads to support pupils to enable them to re-engage with their learning</i></p> <p><i>This will also include home school liaison supporting parents</i></p>

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Pupils

## 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: £ 42,522.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Creation of an English teaching and learning responsibility lead to work across whole school</i></p> <p><i>Creation of a middle leadership team with responsibilities across phases</i></p>	<p>DfE non-Statutory guidance has been produced in conjunction with National centre for excellence in the teaching of English, drawing on evidence-based approaches:</p> <p><a href="#">English Guidance KS 1 and 2</a></p> <p><a href="#">English KS 3</a></p> <p><a href="#">Great Teaching Report</a></p>	1, 2, 5
<p><i>Training for staff in Understanding students SEND PRICE TEACCH (Ed Psych to deliver part)</i></p>	<p>Upskilling staff so they are better equipped to support students across the school community</p> <p>To use behaviour strategies to support engagement and participation</p> <p><a href="#">Cognitive Load Theory</a></p>	1, 2,5, 6
<p><i>SALT to deliver training (Commissioned)</i></p>	<p>The communication trust worked with better communication research programme to develop the What Works database of evidenced interventions to support SLCN <a href="http://ican.org.uk">what works database (ican.org.uk)</a></p> <p>Endorsed by Royal College of Speech and Language Therapists.</p>	2, 5
<p><i>In lesson support strategies for PP students</i></p>	<p><a href="#">EEF guide to pupil premium</a></p> <p><a href="#">EEF Putting Evidence to Work</a></p> <p><a href="#">New Guide for schools EEF</a></p>	2, 5, 6

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<i>Quality Assurance focused on PP students</i>	<a href="#">EEF guide to pupil premium</a> <a href="#">EEF Putting Evidence to Work</a> <a href="#">New Guide for schools EEF</a>	6

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

Budgeted cost: £ 42,522.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving literacy through</i> <i>Staff training (Ruth Miskin)</i> <i>Timetables lessons</i> <i>Introducing Literacy across the school</i> <i>Library investment</i>	Reading strategies Read, Write, Inc <a href="#">EEF guide to pupil premium</a> <a href="#">EEF Putting Evidence to Work</a>	1, 2, 5
<i>Improve Numeracy through</i> <i>Numeracy instructor (to be appointed)</i> <i>White Rose Math</i> <i>Specialist consultation</i> <i>Physical Materials</i>	<a href="#">EEF Catchup Numeracy +3 months</a>	1, 2, 5

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

Budgeted cost: £ 42,522.33

Activity	Evidence that supports this approach	Challenge number(s) addressed

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<i>Creation of a Pastoral/Behaviour lead role within teaching staff (Pastoral Team Appointed)</i>	<a href="#">EEF guide to pupil premium</a> <a href="#">EEF Putting Evidence to Work</a>	1,6
<i>Programme working with parents and carers (Building relationships)</i>	NSPCC recommends parents and carers work with children to create structure. <a href="#">Supporting children with SEN</a>	1, 6
<i>Educational Psychologist</i>	Schools need the tools and resources to support students and understand their needs	2
<i>Scholastic Book Fair RWI</i>	<a href="#">English Guidance KS 1 and 2</a>  <a href="#">English KS 3</a>  <a href="#">Great Teaching Report</a>	5

**Total budgeted cost: £127,567**

**This will support the above and I will move to 2023 review. The spend plan for 2022/23 will match the actual**

<b>PP AREA</b>	<b>Spend</b>	<b>Total</b>
<b>Pastoral team</b>		
<b>Price Trainers</b>	<b>2x Price trainers</b>	<b>£2990</b>
<b>RWI</b>	<b>Training (Ruth Miskin)</b>	<b>£1462</b>
<b>Autism Training</b>	<b>Trainer cost</b>	<b>£6000</b>
<b>Sexual violence training</b>	<b>Trainer Cost</b>	<b>£50</b>
<b>Ed Psych</b>	<b>Training cost</b>	<b>10,765</b>

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## 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 2021 to 2022 academic year.

Pupil Premium outcomes for the Previous academic year can be evidenced through the spend plan only. None of the existing SLT were involved in the Pupil Premium decisions at the time and were not party to the outcomes. 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

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider