

# 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	Cleeve Meadow School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 23
Statement authorised by	Alex O'Donnell
Pupil premium lead	Juliet Morris
Governor / Trustee lead	James Lillingston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,265
Recovery premium funding allocation this academic year	£22,632
Recovery premium forward from the previous year	£5,344
<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	£ 76,241

# Part A: Pupil premium strategy plan

## Statement of intent

**A Champion for Every Child Programme:** Every Pupil Premium student (and their families) have regular one-to-one contact to build relationships and overcome barriers.

Our ACE programme is part of the roll out of the TKAT pilot started in September 2019 which has been externally evaluated.

“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme.” ImpactEd September 2021

*Our ultimate objectives at Cleeve Meadow School are as follows: To poverty proof the school curriculum and the student school experience to ensure that no child is disadvantaged in engaging in any aspect of learning and growing through lack of funds.*

*POVERTY PROOFING THROUGH THE A.C.E program - every PP child has a champion to poverty proof their life at school. Working closely with each student to remove barriers to attainment and provide the resources needed for an enriched curriculum, experiences and opportunities to build talents and interests for the future.*

- 1. That all PP students make the best possible progress with reading:*
- 2. That all PP students have the opportunity to build confidence with speaking in public and self expression through structured practice. Supporting the students to be able to interact in a range of settings with clarity and confidence.*
- 3. That the curriculum design with regards to enrichment and careers is built around the aspiration and life goals of our pupil premium students*
- 4. That all PP students have the opportunity to build their vocabulary in order to develop their conceptual understanding, better access the curriculum and improve their life chances.*
- 5. That all PP students make the best possible progress with Maths.*
- 6. Whole school systems and approaches support the development of healthy habits for good mental health.*
- 7. Intensive work with targeted families to improve resilience for better engagement*
- 8. Students have full access to enrichment activities including 1:1 music teaching*

## Challenges

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

Challenge number	Detail of challenge
1	Access to resources, (school equipment, technology, uniform, enrichment activities). Detailed work supporting students and families in order to peel away any barriers to the student attending school and being able to engage effectively in learning and enrichment activities. TKAT A.C.E program. This will also include access to 1 terms worth of 1:1 Music teaching.
2	Progress with Reading ages. Narrowing the gap.
3	Progress in Maths attainment. Narrowing the gap.
4	Self-esteem and motivation through self management and goal setting
5	Attendance (small group of persistent poor attenders)
6	Confidence in communicating, including speaking to others in a range of settings
7	Improving engagement through intensive family work and events
8	Ensuring higher ability pupil premium students attain at KS4

## 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
All PP students are able to engage in all learning and enrichment activities with a parity of access to equipment and resources including school trips and careers events.	All students have the equipment and resources required for lessons and homework.. All students are engaging in all enrichment activities with the correct equipment. All students are able to engage in all aspects of school without any stigma (e.g lunches for school trips in non-identifiable bags, all required equipment for trips). 1:1 Music teaching for all PP students funded by the school.
Differentiated support addresses issues presented by individual student need, so that all PP students make progress with their reading ages from their starting points.	All students reach individual progress targets for reading ages and make at least one level of progress on school attainment scale.
Differentiated support addresses issues presented by individual student needs, so that All PP students make progress with their	All students reach individual progress targets for Maths and make at least one level of progress on school attainment scale.

Maths from their starting points with the aim of narrowing gaps in attainment.	
School focus on wellbeing and healthy habits for good mental health supports the development of understanding and self management. Leading to students developing a range of support systems, self management strategies and links to support when required. Students with a higher level of need have individualised support plans.	<p>All students are able to name at least 8 habits for good mental health.</p> <p>All students have a range of strategies to use in class to support them with self-management in relation to the zones of regulation.</p> <p>All students who need extra support with personal development/ mental health issues have a tailored program of support.</p> <p>This will be evident in behaviour log, and 'Impact-ed' data.</p> <p>All students have improved goal setting skills and can evidence progress towards self set goals.</p>
Small number of students with persistent absence show a marked improvement in attendance through detailed support work with the families and students using school and external support systems.	<p>Improvement in attendance figures for specific students, with the aim for them to work towards 95%.</p> <p>Overall school attendance over 95%.</p>
<p>All PP students make at least one level of progress with speaking and listening skills through the whole school focus on speaking skills, speech and language, whole school skill building and targeted support.</p> <p>All students are provided with the opportunity to perform and be recorded in order to develop confidence.</p>	All students make at least one level of progress with speaking and listening skills in English. All students complete one level of progress in Skills Builder speaking skills.
Higher ability PP students have access to a range of curriculum opportunities that enable them to achieve at KS4- leading to a clear pathway of further learning at KS5	Range of qualifications at KS4- students with access to GCSE where appropriate

## 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: £40,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Maths Intervention tutor £33,200	<a href="#">EEF</a>	3
Coaching CPD £4000	<a href="#">Impact of coaching</a>	8
Action Your Potential £3000 Building knowledge organisers	<a href="#">knowledge organisers</a>	3,4,8

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

Budgeted cost: £ Literacy £10,000. SALT £11,000 . Bike workshop £4680= £25,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy intervention targets small group</i>	<a href="#">Ruth Miskin RWI</a> <a href="#">Reading intervention</a>	2
<i>Literacy intervention 1:1 from a specialist Literacy teacher (SPLD L&amp;)</i>	<a href="#">phonics</a> 1:1 and small group <a href="#">tuition</a>	2
<i>SALT group and 1:1</i>	As evidenced in individual student speech and language review reports	6
<i>SALT activities whole school</i>	As evidenced in individual student speech and language review reports	6
<i>Bike workshop</i>	<a href="#">EEF</a>	4
Sensory Circuits- additional more age appropriate sensory equipment	<a href="#">sensory approaches</a>	1

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School enrichment activities program linked to Skills Builder</i> £2000	<a href="#">EEF Skills Builder</a>	1, 4, 5
<i>School funded 1:1 music lessons for all Pupil Premium students</i> £1000	<a href="#">every child a musician</a>	1,
<i>Intensive family support for students with persistent absence</i> £6000	<a href="#">parental engagement</a> SEAAS attendance support	4, 5
<i>Whole School wellbeing focus through 'Action Your Potential' program</i> £2400	<a href="#">AYP Metacognition</a>	1, 4, 5
<i>ACE program 'A Champion for every Child'.</i> £24,400	<a href="#">A.C.E report</a>	1, 4, 5
<i>Charlton Athletic Coach mentoring</i> £0	<a href="#">EEF</a>	1, 4
<i>Teach Sport for sports leadership</i> £2,000		
<i>Parental engagement program including warm hubs and parental activity focus</i> £1000	<a href="#">Parental engagement</a>	7
<i>GIRLS GROUP ( next year boys group)</i> £200	<a href="#">empowering girls</a>	

**Total budgeted cost: £104,880**

## 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.

*For the last academic year our focus for students was on the 'A.C.E' project. The role of the Ambition Tutors is to be the advocate for students who may otherwise struggle in silence, for students who may be juggling an array of responsibilities, for students who may just need someone to believe in them.*

**Process-** *Each child on the Pupil Premium register has a named member of staff who makes a weekly phone call to the family and meets the student for at least 15 minutes a week. Through this approach the ambition tutor develops a working relationship with parents and the student in order to be able peel away any barriers to learning. The A.C.E tutor works with the student to identify goals and interests as well as looking at aspects of their life and learning that are holding them back. This year we have decided to engage a specific member of staff to take on the whole project to minimise the impact of timetable changes on contact time with students.-*

*Findings in March 21:Uniform and equipment concerns are easily sorted- school planned off timetable days so that students do not have issues with fancy dress costumes, Christmas jumper day etc. Some internet problems at home- laptops were delivered to all families that needed them. Allowances for homework if using google classroom.*

- *4 families with food issues during lockdown- Families were supported initially with food packages and then with seeking support in the community to help them to access needed resources.*
- *Students with specific interests such as mechanics, cooking, music were to be catered for by the curriculum, with off timetabled events, individual careers and enrichment opportunities, clubs.*
- *Student Super Goals were reviewed in order to assist in providing clear pathways for students, this will impact on our careers and enrichment curriculum 2022-23.*
- *Students were supported with goal setting and celebrating achievement.*
- *Purchasing of uniforms for every pupil premium student on request*
- *A Champion for Every child [A.C.E report](#)*

Attendance Sep 2021- July 2022 and comparison to 2019- 20

Year	Attendance (whole School) 2021-22	Attendance Pupil Premium students 2021-22	Attendance 2019	Pupil Premium 2019
7	90.4%	87.2%	91.3%	85.3%
8	85.8%	80.4%	97.8%	93%

<b>9</b>	93.4%	92.2%	97.8%%	90.1%
<b>10</b>	81%	72.3%		
<b>overall</b>	<b>88.9%</b>	<b>84.9%</b>	93.1%	862%

*Reading intervention : Whole school average reading progress over 14.9 months progress with reading age.*

*PP average reading progress over 14. 3 months progress with reading age.*

*Student progress was tracked through the Accelerated Reader programme STAR reading test in the Autumn, Spring and Summer term. Students who were failing to make progress received one to one and small group intervention using Read Write Inc, phonics interventions and fluency reading practice. All staff were trained in reading fluency practice. A librarian was secured on a long term contract and another complete library restock was put in place in conjunction with conversations with students about their areas of interest and favourite books. A reading competition was set up.*

*Writing intervention :Student progress was tracked through writing assessments and book looks. Due to concern about lack of student progress with extended writing tasks a whole school focus which offered more opportunities for writing practice in subjects. Small group intervention was put in place using a Primary Specialist teacher. We remain focused on developing student stamina with writing and this will be carried into 2022-23*

*Writing data through English progress [data](#) whole school level progress 1.3 Pupil premium level progress 1.3*

*Maths. Whole school Maths average progress 2 levels of progress. PP average progress 1.7 level.*

*Speech and Language - progress evidenced through individual care plans and whole school tracking- not levelled.*

## 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*

<b>Programme</b>	<b>Provider</b>
Action Your Potential, Neuro Ninja program	Action Your Potential
Accelerated Reader Program	Renaissance Learning
Timetables Rock Stars	<a href="https://trockstars.com/">https://trockstars.com/</a>
RWI	Read Write Inc

## Further information (optional)

*In addition to the above strategies, we are adopting a whole school approach which ensures that for every action we undertake as a school, pupil premium students are at the front of the queue. This stance encompasses not only academic approaches but also opportunities to increase the experiences of all pupil premium students.*

*Examples below:*

*Student led activities around student Super Goals- led by goals or pupil premium students*

*Marking pupil premium students first.*

*Student progress discussions, always discuss pupil premium students first.*

*School responsibility areas. Make sure that pupil premium students have priority roles across the school such as school council.*

*Pupil premium students are selected first for small group interventions such as SALT as much as possible.*

*Interviewing prospective staff and showing visitors around. Pupil premium students are always the first to be selected when it comes to having the opportunity to meet a wide range of people and develop skills and confidence in interaction.*

Review of outcomes from previous academic year

Intended outcome	Success criteria
All PP students are able to engage in all learning and enrichment activities with a parity of access to equipment and resources including school trips and careers events.	<p>All students have the equipment and resources required for lessons and homework..</p> <p>All students are engaging in all enrichment activities with the correct equipment.</p> <p>All students are able to engage in all aspects of school without any stigma (e.g lunches for school trips in non identifiable bags, all required equipment for trips).</p> <p>1:1 Music teaching for 4PP students funded by the school. School to push take up next year</p>
Differentiated support addresses issues presented by individual student need,so that All PP students make progress with their reading ages from their starting points.	<p>School average for PP students with reading in academic year 2021-2022 is 15.7 months.</p> <p>In line with whole school progress.</p>
Differentiated support addresses issues presented by individual student needs, so that All PP students make progress with their Maths from their starting points with the aim of narrowing gaps in attainment.	<p>Whole school Maths progress 2 levels of progress. PP students 1.9 levels of progress.</p>
School focus on wellbeing and healthy habits for good mental health supports the development of understanding and self	<p>All students are able to name at least 8 habits for good mental health.</p>

<p>management. Leading to students developing a range of support systems, self management strategies and links to support when required. Students with higher level of need have individualised support plans.</p>	<p>All students have a range of strategies to use in class to support them with self-management in relation to the zones of regulation.</p> <p>All students who need extra support with personal development/ mental health issues have a tailored program of support.</p> <p>Student Supergoals week provided progress towards personal goals.</p>
<p>Small number of students with persistent absence show a marked improvement in attendance through detailed support work with the families and students using school and external support systems.</p>	<p>Date from 19th April 2022 to 27th June 2022 - Overall school attendance: 89.4% National Average figures for Special Schools: 85.5%</p>
<p>All PP students make at least one level of progress with speaking and listening skills through the whole school focus on speaking skills, speech and language, whole school skill building and targeted support.</p> <p>All students are provided with the opportunity to perform and be recorded in order to develop confidence.</p>	<p>Individual and highly specific tracking of individual student progress of development of speech and language skills.</p> <p>As evident in EHCP tracker</p>