MS030 Pupil Premium Policy

Document Control Information

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Reviewed	September 2023
Responsibility	Majella Delaney and Frances Hyde
Committee	FGB
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Signed	*MDelaney*

Pupil premium strategy statement

School overview

Metric	Data
School name	Meath School
Pupils in school	68
Proportion of disadvantaged pupils	10 (14.7%)
Pupil premium allocation this academic year	£14,550
Academic year or years covered by statement	2023 to 2025
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Statement authorised by	
Pupil premium lead	M Delaney and F Hyde

Disadvantaged pupil barriers to success

In-school barriers to success include:

Pupils have limited experiences beyond their home life and immediate community.

Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, often leading to low self-esteem and self-confidence.

Pupils have severe communication difficulties.

External barriers to success are:

Erratic attendance due to changing or challenging home circumstances

Lack of enrichment activities in home life.

Lack of independence in home life.

Lack of resources in home life to promote education and access to opportunities which presented itself during lockdown.

At Meath School, Pupil Premium funding primarily contributes towards ELSA, overnight stays and after school or enrichment activities. This depends on the needs of the child and the families.

Pupil Premium allowance supplements the cost of these provisions as the actual costs exceed the income allocated for each pupil.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To support children to make expected progress based on their potential and to enable them to generalise the skills they have learnt to access enrichment activities outside of school time. Achieving this aim will boost resilience and self-esteem.	For children who are entitled to Pupil Premium to make expected progress at academic checkpoints across the school year. Pupils are more engaged with learning due to increased life experiences and personalised learning opportunities.	July 2024, Annual Reviews and academic checkpoints throughout the school year.
To ensure all pupils are excited about learning to communicate to promote independence skills.	Increased academic achievement and evidence progress in communication outcomes. More proficient in the use of communication tools, for example, signing or the use of other AAC devices. Children demonstrate excitement and increased confidence around different learning experiences.	July 2024, Annual Reviews and academic checkpoints throughout the school year.

Strategy aims for disadvantaged pupils – wider outcomes (e.g., independence)

Aim	Evidence of impact	Target date
To access nurturing Emotional Literacy Support from ELSA trained assistants.	For pupils to have a safe space to discuss challenges they face and support with learning appropriate strategies to support these.	July 2024, Annual Reviews and academic checkpoints throughout the school year.
Support for families, including financial support, for example for school uniform, accessing academic trips and annual residential trips (year 6).	Families not having the burden of school uniform costs. Children to have the opportunity to access and experience trips to support social and academic progress.	July 2024, Annual Reviews and academic checkpoints throughout the school year.
For pupils to develop self-help and independence skills and to	For pupils to have access to a curriculum where they learn to look after	July 2024, Annual Reviews and academic checkpoints

generalise these in a range of situations.	themselves and take part in a variety of tasks as independently as possible.	throughout the school year.

Teaching priorities for current academic year

Measure	Activity
Priority 1	To continue to review and develop the processes for functional recording across the curriculum.
Priority 2	To increase knowledge and application of learning through play.
Barriers to learning these priorities address	Communication barriers, self-esteem and confidence.
Projected spending	Time, training of new staff and equipment.

Wider strategies for current academic year

Measure	Activity
Priority 1	To develop staff knowledge and understanding of The Residential Centre Curriculum.
Priority 2	Ensure children have access to an optimal learning environment to meet their needs.
Barriers to learning these priorities address	Communication barriers, wider learning opportunities and confidence.
Projected spending	Staff time, resourcing and maintenance.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders to support meetings and peer observations. Needs of child to be discussed at Pupil Progress Meetings.
Targeted support	Ensuring enough time is provided to representatives from specific groups, e.g., teaching; SLT; OT and LSAs, to collaborate effectively.	Additional cover being provided by senior leaders to support meetings. Pupils to be monitored in terms of their recording needs and progress.
Wider strategies	Ensuring time, finances and experiences are sought to support with giving children experiences to	Organise and fund social and educational trips to ensure children

| | support their confidence and wellbeing. | have the life experiences and adventures. |
| | SEMH support – staffing and time on timetables. New staffing | Increased ELSA support in school – CPD on strategies and supports used across the school and more robust induction. |

Review: last year's aims and outcomes

Aim	Outcome
To support children to make expected progress and enabling them to generalise the skills they have to access enrichment activities outside of school time. With the aim this will boost resilience and self-esteem.	See Annual Review reports for progress. Steady improvement in disadvantaged pupil progress with self-care and help skills from 2022-2023. (PSED 100% of PP children made expected or greater progress)
To develop independence in learning through use of communication.	See Annual Review report for communication levels progress, Steady improvement for disadvantaged pupils from 2021-2022. (100% of children made good or better progress in independence and self-help aspects of PSED).
To ensure all pupils are excited about learning to communicate to promote independence skills.	See Annual Review report for communication levels progress, Steady improvement for disadvantaged pupils from 2021-2022. (100% of children made good or better progress in independence and self-help aspects of PSED).
To access nurture Emotional Literacy Support from ELSA trained assistants.	ELSA support was provided for 10 children last year (academic year 2022-23) and 3 of these were children receiving Pupil Premium. Two of those children will continue receiving ELSA support this academic year.
Support for families, e.g., financial (school uniform), accessing academic trips and annual residential trips (Year 6).	All families had access to academic trips and the annual residential trip for those in Year 6. All families entitled to Pupil Premium were offered financial support. No families cited financial barriers if the child did not attend.
For pupils to develop self-help and independence skills.	See Annual Review report for communication levels progress, Steady improvement for disadvantaged pupils from 2021-2022. (100% of children made good or better progress in independence and self-help aspects of PSED).