



MS030 Pupil Premium Policy

Document Control Information

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| Reviewed | September 2024 |
| Responsibility | Majella Delaney and Frances Hyde |
| Committee | FGB |
| Review Date | September 2025 |
| Signed | <i>M Delaney</i> |

Meath | A Speech and Language UK school | Principal: Majella Delaney

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Non-Maintained School | DfE No. 936/7063

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Pupil premium strategy statement

School overview

| Metric | Data |
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| School name | Meath School |
| Pupils in school | 68 |
| Proportion of disadvantaged pupils | 12 (17.6%) |
| Pupil premium allocation this academic year | £17,760 |
| Academic year or years covered by statement | 2023 to 2025 |
| Publish date | September 2023 |
| Review date | September 2025 |
| 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 2025, 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 2025, 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 2025, 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 2025, 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 | July 2025, Annual Reviews and academic checkpoints |

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

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| Wider strategies | Ensuring time, finances and experiences are sought to support with giving children experiences to support their confidence and wellbeing. | Organise and fund social and educational trips to ensure children 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 based on their potential and to enable them to generalise the skills they have learnt to access enrichment activities outside of school time. | See Annual Review reports for progress. Steady improvement in disadvantaged pupil progress with self-care and help skills from 2023-2024. 66.6% of children receiving PP accessed enrichment clubs or after-school care. PSED: 100% of PP children made expected or greater progress PSLB: 91% of PP children made progress as 'Self Managers' (identifying and working towards the learning outcome). |
| 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 2023-2024. (100% of children made good or better progress in independence and self-help aspects of PSED). |
| To access nurturing Emotional Literacy Support from ELSA trained assistants. | ELSA support was provided for 19 children last year (academic year 2023-24) and 5 of these were children receiving Pupil Premium. Two of those children will continue receiving ELSA support this academic year. |
| Support for families, including financial support, for example for 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. One family requested their entitlement went towards trips. No families cited financial barriers if the child did not attend. |

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| <p>For pupils to develop self-help and independence skills and to generalise these in a range of situations.</p> | <p>See Annual Review report for communication levels progress. Steady improvement for disadvantaged pupils from 2023-2024. (100% of children made good or better progress in independence and self-help aspects of PSED).</p> |
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