Kings Meadow School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant. Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

School overview

Detail	Data
School name	Kings Meadow School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	65.4
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023- 2026 previous 2026- 2029 new
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Conor Renihan
Pupil premium lead	Peter Georgou
Governor / Trustee lead	Anthea Murphy

Kings Meadow School

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,360

Kings Meadow School

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Kings Meadow school is to develop strong and effective relationships in a place of felt safety, enabling children to learn about themselves and others. This creates a sense of belonging and curiosity, encouraging them to explore and learn about the wider world, and think about their purpose within it.
We do this through our **core values**, which are:

- Connection
- Communication
- Resilience
- Independence
- Reflection

Our pupil premium strategy, therefore, is targeted at helping us promote and fulfil these values with our most disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise that our disadvantaged pupils can face wider barriers, which may affect their learning. Due to the nature of our setting (SEMH), our pupils present with a wide variety of complex challenges and needs that require a nuanced, contextual definition of what consider to be **additional vulnerabilities**. These include:

- Pupils with family members who have SEN
- Pupils with an ADHD diagnoses
- Pupils who are looked after (LAC) or have previously been looked after (PLAC)
- Pupils with additional medical diagnosis (co-morbidity)
- Have Boxall/SDQ profiles that are deemed complex or extreme
- Pupils with an ASD diagnosis or are on the ASD Pathway (including right to choose)

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have a strong emphasis on the development of effective communication skills, in the broadest sense, and the use of attachment aware and **trauma responsive strategies**. Our pupil premium strategy supports the use of these approaches.

At the centre of our approach is **high-quality teaching** that focuses on the areas where disadvantaged pupils need it most, supported by targeted interventions informed by careful assessment. We are committed to ensuring that all pupils can engage with a broad and balanced curriculum, while also helping disadvantaged pupils develop essential life and social skills. Our strategy is shaped by the individual needs and strengths of each young person, guided by both formal and informal assessments rather than assumptions or labels. This approach enables us to provide the right skills and experiences to help them build self-confidence and thrive as lifelong learners.

A key priority is to strengthen pupils' **foundational skills and knowledge**, with a particular focus on literacy. Many of our pupils arrive with low levels of reading and writing, and we aim to improve their attainment through a range of strategies, resources, and adaptations. We build on their existing skills and experiences, extending their knowledge through practical activities and structured play where appropriate. We seek to carefully sequence learning, using small, achievable steps to support the steady development of key skills and concepts.

Kings Meadow School

Challenges

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

Challenge number	Detail of challenge
1	**Social and emotional and mental health difficulties** Pupils with social, emotional and mental health difficulties may struggle to achieve within education because their emotional and social needs can interfere with learning. They may find it hard to regulate emotions, stay focused, or manage behaviour, which can lead to missed learning time. Many have experienced disruption to the start of their educational journey, which means key foundational skills and knowledge may have been missed. Many of our pupils experience low self-esteem, anxiety, and difficulty forming relationships. All of which can make school feel overwhelming. Pupils may also struggle with organisation, following instructions, or coping with transitions. Together, these challenges can reduce engagement, create gaps in learning, and limit progress unless consistent, targeted support is in place – alongside a relational approach with empathy and acceptance at its core. There is currently a growing complexity within SEMH. National trends indicate that both the number and proportion of pupils identified with SEMH needs have risen in recent years, and several measurable proxies point to those needs becoming more complex.
2	**Communication** The majority of our cohort have communication and interaction as their second most prevalent need identified within their Education, Health and Care Plans. Many of our children have significant difficulties with social communication, a key life skill and a fundamental building block for succeeding in education. Difficulties with communication and interaction can significantly affect a child's achievement in school because they may struggle to understand instructions, express their needs, or engage in classroom discussions. Challenges in social understanding can make group work, peer relationships, and classroom routines harder to navigate, leading to frustration, reduced confidence, and disengagement from learning. When a child cannot communicate effectively or interpret social cues, they are less able to access the curriculum fully, participate meaningfully, or build the relationships that support their educational progress.

3	<u>EHCP efficiency</u> We aim to improve the use of Educational Health Care Plans to support access to the curriculum for all students, irrespective of their starting point. This involves collaborating closely with healthcare professionals, parents, and teachers to ensure that EHCPs are tailored to individual needs, regularly reviewed, and implemented consistently. A key part of their implementation is to ensure that we are tracking progress linked to EHCP outcomes alongside training staff to understand the information contained within them.
4	<u>Improve Literacy (Phonics and Reading)</u> Develop a whole-school approach to literacy, with a particular focus on improving outcomes in phonics and reading through targeted interventions. Utilizing consistent teaching and retrieval practices, in line with core approaches contained within our curriculum policy. These include: • Play • Structure • Dual Coding • Regular retrieval • Live Feedback
5	<u>Support for our families - Attendance</u> Targeted support for families can significantly improve attendance for pupils with SEMH because it helps address the underlying challenges that may be affecting a child's ability to come to school regularly. By working closely with our families, we are able to offer guidance, emotional support, and practical strategies. Our relational approach does not simply stop at the school gates. We are acutely aware of the importance of connecting with and relating to parents and carers. We seek to reduce stress at home, strengthen routines, and build trust between parents and staff. We believe that when families feel supported and confident in managing their child's needs, pupils are more likely to arrive at school feeling calm, understood, and ready to engage, leading to more consistent attendance. Early intervention and knowledge of the challenges our families face is crucial to our approach.
6	<u>Personal Development</u> Focusing on personal development can significantly improve achievement because it helps pupils build the confidence, resilience, and self-regulation skills needed to engage fully in learning. When children develop positive attitudes, strong social skills, and a sense of responsibility for their own growth, they are better equipped to manage challenges and participate actively in school life. A key driver behind this is our core values. We therefore seek to promote and capture emotional wellbeing and independence, creating the foundations that enable pupils to make sustained academic progress. But also grow internally, becoming more aware of their emotional landscape. This could mean learning to notice triggers, spot physical changes and slowly develop a greater sense of equanimity in the face of adversity.

Kings Meadow School

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
Improvement in self-regulation and self-understanding for our pupil premium cohort. Enhance staff skills and understanding across the school for working with students with Attachment, Trauma and Mental Health needs. Pupils will develop improved organisational skills, greater ability to follow instructions, and increased confidence in managing transitions. With consistent, targeted support delivered through a relational, empathetic approach, pupils will be better able to stay engaged in learning, experience fewer disruptions, and reduce gaps in their progress. This foundation will enable them to participate more effectively in lessons and make sustained academic gains.	• Decrease in behavioral incidents recorded • Improved learning outcomes as a result for those who are recording less behavioural incidents • Increase in KMS rewards recorded by staff (indication of pupils engaging with 5 core values) • Students make expected or better than expected progress towards their EHCP outcomes
Pupils with communication and interaction needs will develop stronger social communication skills that enable them to understand instructions, express themselves clearly, and engage more confidently in learning. As their ability to interpret social cues and interact with peers improves, they will participate more effectively in classroom routines, group activities, and discussions. This increased confidence and engagement will support greater access to the curriculum, more positive relationships, and improved educational progress.	• Adaptations made to Behaviour Support Plans – indicating that there is an improvement in pupils' ability to communicate. Less likely to express internal conflict in a negative way. • Observations and Learning walks indicate that students are better able to communicate effectively both in their learning and in their everyday interactions. This includes verbal communication or a wide range of tools being utilized on an individual scale.

Improved engagement in lessons through purchase of relevant and purposeful targeted teaching resources. For example, Mulberry Bush SEMH resource pack, which includes planning.	• Improved progress of pupils evident during data drops • Improved engagement in lessons, reduced incidents of pupils refusing to remain within the classroom. • Fewer pupils present within tier 3 & 4 according to the KMS behaviour monitoring system. • More pupils attaining KMS reward points – linked to core values
Value added to pupils social, emotional, mental health – overall wellbeing is improved.	• Annual Review process • Improved engagement with all aspects of the KMS curriculum offer, including ILP targets • Attendance improvements amongst our most vulnerable pupils.

Kings Meadow School

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Mulberry Bush Curriculum for Schools – Silver package	Mulberry Bush is a well-established, outstanding provider with a wealth of experience in SEMH. Trauma informed leadership courses run by the organization have already been attended by SLT.	1, 2, 6
Commissioning Speech and Language Therapist	Evidence shows speech and language therapists (SLTs) help children by improving communication, leading to better social skills, educational performance, and self-esteem. Data indicates that most children who receive therapy show improvement in their speech, language, and ability to communicate, and studies highlight positive outcomes such as increased confidence, better academic performance, and improved social relationships.	1, 2, 3, 6
Develop and implement an outreach program – SLT reaching out to families across the county	Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school (EEF).	3, 4, 5
Purchase, training and incorporation of targeted apps linked to teaching and learning.	The use of technology is highlighted in the SEND '5-a day' toolkit for improving attainment for those with SEND. We have already invested heavily in iPad, which will support communication and curriculum delivery. We will be purchasing apps such as: TT Rock Stars…	1, 2, 4, 5
Peripatetic teachers linked to wellbeing and personal development Art therapy NPAT	Incorporating art therapy and mindfulness into SEMH support plans provides a holistic approach that addresses emotional regulation, cognitive readiness, and social functioning. Backed by systematic reviews and meta-analyses, these practices are practical, evidence-based tools that enhance mental health and learning outcomes while promoting lifelong coping strategies.	1, 2, 6

Whole school literacy approach	Purchase of Literacy shed, along with targeted, whole school training. With the aid of Literacy Shed, we have access to a range of resources to help with planning. This includes fully resourced unit plans based on Literacy Shed films, Non-Fiction reading revision resources, 'VIPERS' reading resources, Classic Text VIPERS comprehensions, Novel study guides for teachers and student task booklets, Resources to aid the scaffolding of writing through DADWAVERS.	1, 2, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mulberry Bush Training Package. Training session on the Emotional Social Curriculum and SEA Scale 3x online reflective supervision sessions for up to 6 people, delivered over 1 year	75 Years of Therapeutic Excellence – Mulberry Bush have created an assessment tool to accompany their bespoke curriculum. A curriculum for children who are functioning emotionally and socially significantly below their chronological ages. The curriculum can be used in mainstream and specialist provisions across a variety of age groups.	1, 2, 6
Improved Rewards System	By using a reward-based system research suggests that pupils will show interest and increased participation in everyday classroom duties and responsibilities. Incentives for pupils motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy. Every success story helps pupils become more self-confident. This includes investing in KBUCKS (pupil currency in line with vision and values), and the School Tuck Shop which is run with the aid of the school council.	1, 2, 5, 6

External provision opportunities.	A clear purpose for a pupil placement at External Provision is identified that enables these opportunities to meet pupils personalised learning needs. The engagement, achievement and progression of our pupils is evident in the range of feedback from key stakeholders, student feedback and wider engagement in the KMS offer (usually offered as a blended package)	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
20% of salary for Family Support/Engagement Worker.	To help improve attendance, behaviour and family engagement by developing links with families where these are barriers to a pupil's learning. Our staff run a parents/carers group in the area of highest deprivation in our catchment area. This working relationship has helped with parent engagement. It also breaks down barriers and facilitates engagement between the local community. The staff offer intensive family support where required.	3,4,5
Improved Rewards System	By using reward-based system, research suggests that pupils will show interest and increased participation in everyday classroom duties and responsibilities. Incentives for pupils motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy. Every success story helps pupils become more self-confident. This includes investing in KBUCKS (pupil currency in line with vision and values), and the School Tuck Shop which is run with the aid of the school council.	1, 2, 5, 6
Visits to linked schools (sport) and visits from external companies such as Theatre and music groups.	Theatre and music companies bring rich, multisensory experiences, offering students creative ways to communicate, explore emotions, and build confidence. Their workshops and performances can be adapted to individual needs, providing inclusive environments where every young person can participate meaningfully. Through storytelling, rhythm, movement, and sound, these visits support social interaction, sensory regulation, and expressive skills—while bringing joy, curiosity, and a sense of connection to learning.	1, 3, 4, 6

Breakfast Club	Strong evidence suggests that pupils that are hungry can have poor concentration in class and that pupils who have eaten breakfast are more prepared to learn. We will provide a safe and secure environment before school where children can have a decent breakfast with their friends.	1, 2, 5, 6
Improved resources to help meet pupils' EHCP needs	Greater focus on sensory needs and communication needs (in conjunction with MB resources). Without the appropriate resources in the classroom evidence suggests that pupils will not engage with their learning as much. Providing purposeful resources pupils will be able to get hands on with their learning. They can be used as learning tools to help pupils understand subjects and get the most out of their learning.	1, 2, 3, 4, 6

Total budgeted cost: £36,360

Kings Meadow School

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 2024 to 2025 academic year.

During the academic year 2024–25, we continued to see a notable increase in pupil arriving at Kings Meadow with anxiety, emotional dysregulation, and significant gaps in foundational knowledge. These factors had a detrimental effect on students' readiness to learn, reinforcing the need for a consistent and nurturing environment. In response, we strategically directed our pupil premium funding towards additional staffing, ensuring a higher ratio of adults to pupils across classrooms.

This increase in adult support enabled children to develop secure, trusting relationships with familiar adults, an essential foundation for reducing anxiety and supporting emotional regulation. The availability of more 1:1 interactions meant that pupils could access timely emotional support, personalised reassurance, and regulation strategies, helping them settle more quickly and engage more successfully in their learning. This approach also proved particularly beneficial for new pupils, many of whom required enhanced support during their transition into the school environment.

To further strengthen practice, staff received attachment-aware and trauma-responsive training (internal within school and supported by Trust). This professional development continues to shape our pedagogical approach, and the principles are now gradually embedding across the school. Staff are increasingly confident in responding to pupils' emotional needs, understanding the impact of early experiences, and applying consistent, attuned relational strategies.

A small number of students have further benefited from our Connect provision, which had a positive impact on attendance and wellbeing. These pupils, many of whom previously attended school only minimally or not at all in earlier settings, have demonstrated a steady increase in attendance since joining Kings Meadow. Over the past twelve months, several have progressed towards full-time attendance, an important indicator of improved readiness to learn and increased trust in the school environment. Synthetic phonics remains fully embedded across the curriculum, and most children are making good progress in their reading development. This structured approach continues to support literacy outcomes by offering consistent, systematic teaching tailored to pupils' individual needs.

In addition to academic and emotional support, we invested in therapeutic and enrichment opportunities designed to broaden pupils' experiences. A number of pupils attended Seeds of Change, an equine therapy provision that supports emotional regulation, confidence building, and communication skills through structured animal-assisted sessions. Alongside this, a varied programme of enrichment activities—including visits from theatre groups and a trip to a local church, helped deepen pupils' understanding of the wider world, enhance cultural capital, and provide meaningful, engaging learning experiences beyond the classroom.