

Pupil premium strategy statement

This statement details Martin Bacon Academy use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	46.10%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Louise Headteacher
Pupil premium lead	Sarah Mepham Assistant Principal
Governor / Trustee lead	Helen Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,665.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£79,665.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. 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 and interventions.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

In order to achieve the above statement, the school will focus on the following key principals, through the Meridian SEN Pupil Premium Charter:

- **Fostering Independence** - Each pupil will be supported to foster independent learning, increased self-efficacy, and independent living
- **Mentoring and Support** - Each pupil will be provided with personalised mentoring that meets their needs
- **Attendance and Progress** - Each pupil will be supported to make progress towards their end of Key Stage outcomes within their EHCP
- **Enrichment and Experiences** - Each pupil will have memorable experiences that will support engagement and grow independence
- **CEIAG** - Each pupil will understand the progression routes and opportunities available to them in preparation for employment / higher education

Challenges

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

Challenge number	Detail of challenge
1	<p>Cognition and Learning</p> <p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none">• Low literacy and numeracy skills• Low cognitive ability• Gaps in foundational knowledge which can impact on their capacity to engage with an age-appropriate curriculum• Low aspirations and outlook on future pathways and preparation for adulthood.

2	<p>Communication and Interaction</p> <p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none"> • Difficulties in receptive and expressive language lead to challenges during learning activities and in unstructured times • Difficulties with receptive language, which they mask through distraction and dysregulation • Social communication difficulties, particularly when considering preparation for adulthood
3	<p>Social, Emotional and Mental Health</p> <p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none"> • An increased complexity of social, emotional and mental health needs, which requires more targeted interventions and skilled practitioners • Poor social and emotional wellbeing can impact significantly on attendance, engagement and feeling safe in school
4	<p>Physical and Sensory needs</p> <p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none"> • Access to services to offer support for students with sensory difficulties and wider health needs.
5	<p>Factors External to School</p> <p>Our observations, assessments and data indicate that the following are significant barriers for our Pupil Premium students:</p> <ul style="list-style-type: none"> • A lack of parental engagement with school and difficulty supporting their child's SEND, including promoting good school attendance • A lack of external opportunities for families so children do not have the expected range of positive / age-appropriate life experiences • Limited social interactions outside school and over-reliance on technology and a virtual world • Students require additional support to develop life skills in preparation for adulthood e.g., independent travel.

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
<ul style="list-style-type: none"> • There is a robust, holistic assessment system in place to clearly identify progress and share this meaningfully with parents • Staff will have the skills to identify need, assess starting points, deliver interventions and track progress 	<p>Evidence for Learning is implemented successfully and effectively using MAPP, creating a comprehensive assessment book of progress over time for students PLGS and flightpaths for English and Maths.</p> <p>Assessment data demonstrates progress over time, relevant to each individual pathway, which is accessed by parents to support conversations about progress</p> <p>Increase in % of parents attending parent's evenings</p>
<p>Staff will have the skills to effectively support behaviour across the curriculum, through understanding and implementing the school's approach to behaviour</p>	<p>Behaviour data indicates reduction in number of recorded incidences and number of students who have a TT plan</p>
<p>Pupils will be accessing high quality interventions across the curriculum, supporting them to develop skills to be able to co-regulate or self regulate as required and with minimal impact on the rest of the class or their learning</p>	<p>Staff are skilled in delivering a wide range of targeted interventions, which have impact, supported by QA data and outcomes data</p> <p>Increase in external providers delivering high quality training, to support staff in the effectively implementation of interventions.</p>
<p>Pupils will be accessing high quality educational experiences across the curriculum, including a careers education, that supports them to develop life skills and memories, that will prepare them for adulthood and for life beyond MBA.</p>	<p>Increase in students achieving 99 Things/ PLEDGES, as evidenced on EFL/ assessment tracking sheets.</p> <p>EBL data indicates attendance of non-pp and PP will be the same across all experiences.</p> <p>Careers education interwoven throughout all learning opportunities throughout Key Stages 1-3, with a discreet careers education in Key Stages 4 and 5, linked to work experience and accreditations.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deliver whole staff CPD on Respectful Relationships, including the creation of high quality therapeutic plans to support intervention within the classroom</i></p>	<p>EEF Guidance report on ‘Metacognition and self-regulation’ highlights Teachers have an important role to play in the explicit teaching of metacognition and self-regulation strategies. Teachers can also model metacognition and provide scaffolding to support pupils to become better self-regulated learners.</p> <p>Metacognition and self-regulation EEF</p> <p>EEF guidance highlights SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (universal approach)</p> <p>Social and emotional learning EEF</p>	<p>2, 3</p>
<p><i>Deliver whole staff CPD on evidence for learning, specifically using MAPP, to record and track meaningful evidence linked to student progress, to inform next steps and planning.</i></p>	<p>EEF implementing feedback successfully is ensuring that feedback can be acted upon, including specific information on what a pupil has done successfully or not, assisted with an explanation as to why.</p> <p>Feedback EEF</p> <p>EEF considers how school should tailor school communications to encourage positive dialogue about learning. Evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement EEF</p>	<p>1, 2, 3, 4</p>
<p><i>Deliver whole staff CPD on Careers and PfA, to record and track meaningful evidence linked to student</i></p>	<p>EEF shares that teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. Aspiration interventions EEF</p>	<p>1, 5</p>

<i>progress, to inform next steps and planning using Compass+ to meet Gatsby benchmarks.</i>	Evidence strongly shows that embedding good career guidance, underpinned by the benchmarks, into the heart of school, college and ITP strategies improves young people's life chances and contributes to whole-institution improvement. In institutions with more benchmark activity, students have increased career readiness, higher aspirations and are less likely to be NEET (not in education, employment or training) at age 16 and 18. Gatsby Benchmarks Good Career Guidance Gatsby Education	
<i>Access external providers (minimum of 3 per term) to provide either whole school or bespoke CPD for staff, so staff are upskilled by specialists within their fields, to support student progress and effective implementation of interventions or pedagogical approaches.</i>	EEF Recommendations on supporting effective professional development note the importance of ensuring PD builds knowledge, motivates staff, develops teaching techniques, embeds practice; taking into consideration the context and needs of the school (Guidance Report updated October 2021) Effective Professional Development EEF	1, 2, 3, 4

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

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>External providers to provide structured interventions, bespoke to the needs of learners. E.g. Occupational therapy, Music therapy</i>	EEF guidance highlights SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (Targeted support) Social and emotional learning EEF	1, 2, 3, 4
<i>Specialist HLTA's with areas of expertise, to support pathways/ areas of priorities linked to the schools SDP/wider initiatives.</i>	EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness of using TAs to deliver targeted, structured, evidence based interventions Teaching Assistant Interventions EEF	1, 2, 3, 4, 5

<i>TA's to be skilled within the classroom to support bespoke interventions, in line with students PLGS e.g. Little Wandle, attention autism,</i>	EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness of using TAs to deliver targeted, structured, evidence based interventions Teaching Assistant Interventions EEF	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate resourcing (staff, funding, time) to deliver effective LOTC, to support students who have missed out on wider educational experiences.	The weight of available evidence suggests that learning that takes place in the natural environment results in or is associated with a range of positive outcomes for school children, and should, therefore, be supported Summary of Evidence: LOtC in Natural Environments - Nov 2022	5
<i>Appropriate resourcing (staff, materials, funding, time) to deliver effective careers and PfA, to support students in raising aspirations in preparation for adulthood.</i>	EEF guidance highlights Aspiration Interventions should ensure that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Aspiration interventions EEF Evidence strongly shows that embedding good career guidance, underpinned by the benchmarks, into the heart of school, college and ITP strategies improves young people's life chances and contributes to whole-institution improvement. In institutions with more benchmark activity, students have increased career readiness, higher aspirations and are less likely to be NEET (not in education, employment or training) at age 16 and 18. Gatsby Benchmarks Good Career Guidance Gatsby Education	1, 5
<i>Therapeutic support to address the increasing complexity of needs e.g. Thrive, Draw & Talk, Sand Therapy etc.</i>	EEF guidance highlights SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may	2, 3

	subsequently increase academic attainment. (Targeted support) Social and emotional learning EEF	
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Total budgeted cost: £ 79000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching & Learning

CPD has enabled all teachers to undertake the Rosenshines Principles of Instruction, using 10 evidence-based recommendations for effective teaching, derived from cognitive science and classroom observation.

Members of staff have undertaken a range on NPQ's to support them in developing expertise in areas linked to their roles and responsibilities. These have included NPQSL, NPQH, NPQ for SENCOs.

Various staff have been part of the Maths Hub Special Schools working group, looking at how to implement effective teaching for Maths across the pathways. This training has then been disseminated to staff to upskill and look at mastery approaches to teaching and learning. This has informed the assessment flight paths for Maths and ensuring they are fit for purpose, to support staff in the effective planning and assessment to support student progress.

Targeted support

Review of approach to HLTA support, adopting a pathway model in line with the schools four pathways in preparation for the academic year 2025 – 2026. Ensures that students within these pathways will receive appropriate targeted interventions by appropriately trained staff to ensure high-quality teaching and learning.

Additional member of staff being trained in specific interventions to support and build capacity within the MDT Team. Examples of training undertaken include Thrive, Draw and talk.

Wider strategies

Achievement of the Silver LOTC award.

93.34% of students have transitioned to Post-16 provision VS 100% of PP students who have transitioned.

PP pupils have been supported to attend many wider curriculum opportunities, including Trust Aberdovey residential visit, Caldecotte residential and activities week.

Further information

As a member of Meridian Trust Martin Bacon Academy closely follows the 'Meridian Statement of Principles' and subscribe to the 'Meridian Trust Pupil Premium Charter'. Many of the strategies within this charter are outlined in the strategies for improvement above.

The Meridian PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged and their peers narrows in all its schools.

The Meridian Trust Pupil Premium Charter is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attended a Meridian school.