# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

## School overview

| Detail | Data |
|---|---|
| School name | Meadow Green Primary |
| Number of pupils in school | 255 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Nathan Jones<br>Headteacher |
| Pupil premium lead | Lucy Nocher<br>Deputy Headteacher |
| Governor / Trustee lead | Steve Crosthwaite, lead for disadvantaged pupils |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation 2025-6 | £76,100 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £76,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

The intention behind our Pupil Premium Strategy is that all pupils, irrespective of their background or the challenges they face, make good progress and fulfil their potential across all subject areas. We therefore plan to support all disadvantaged pupils to achieve that goal, including those who have previously attained high standards.

We also consider the challenges faced by vulnerable pupils, such as those who have, or have had, a social worker and young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The outcomes detailed below, are also intended to ensure that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers.

In 2024-5, our Pupil Premium strategy is aligned to wider school plans for school improvement. Whilst the Covid-19 pandemic seems a distant event, its impact continues to be felt for many families and children, both in terms of their social and economic circumstances, learning and their emotional well-being.

Our approach is determined by both common challenges and individual needs; it is informed by the outcomes of assessment and observation, not assumptions about the impact of disadvantage. To ensure this strategy is effective we will:

- provide an appropriate level of challenge for all pupils, including those who are disadvantaged
- adapt teaching as needed to support pupils to achieve their best outcomes
- act early to intervene, when a need becomes apparent
- plan and deliver effective provision to address common challenges and individual needs
- adopt a whole school approach ensuring that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

All additional provisions, including those for disadvantaged children, will be recorded and evaluated on our 'Provision Map' system (Edukey).

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Language skills and vocabulary gaps:** Assessments, observations, and discussions with pupils indicate ongoing underdevelopment in this area among many disadvantaged pupils, particularly on school entry in nursery or reception. |
| 2 | **Early Reading:** Assessments and observations show that disadvantaged pupils continue to have lower starting points in their understanding of the building blocks of phonics. This negatively impacts their development as readers. |
| 3 | **Writing**: assessments indicate that achievement in writing overall is still significantly lower for disadvantaged pupils than non-disadvantaged pupils. |
| 4 | **Well-being:** Our assessments (including 'RISE' wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Instances of a need for Early Help, whether within school or involving other agencies are mor frequent among disadvantaged pupils, including their learning behaviours and attainment. |
| 5 | **Attendance**:<br>A greater proportion of disadvantaged pupils than their non-disadvantaged peers, have been 'persistently absent' in the last year. It is evident that such high levels of absenteeism negatively impacts pupils' progress.<br>It should be noted also that many of those with especially low attendance are from the travelling community. |

## 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 |
|---|---|
| Improved language skills and vocabulary among disadvantaged pupils, especially in early years and KS1. | Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This impacts their overall learning including their talk during play and other activities, engagement in lessons, work in books and ongoing assessments. |
| Improved early reading attainment among disadvantaged pupils. | Year 1 phonics outcomes by 2027 show that the gap between disadvantaged and other pupils in meeting the expected standard is closing. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | Year 6 teacher assessments for writing show that the gap between disadvantaged and other pupils in meeting the expected standard is closing. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2026/27 demonstrated by:<br>• qualitative data from student voice, student and parent surveys and teacher observations<br>• a significant reduction in bullying<br>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2026/27 demonstrated by:<br>• the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.<br>• the percentage of disadvantaged pupils who are persistently absent pupils being similar to their peers. |

## 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: **£22,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continuing to deliver high quality structured phonics sessions for all children in Reception and Year 1, along with reading in groups aligned to children's current knowledge of GPCs. Staffing levels to enable small groups as required. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| AHT and SENCO to attend training on Adaptive Teaching, and to support teachers and TAs to further embed effective adaptation in their classrooms; further CPD available for staff e.g. National college. | Adaptive teaching offers a dynamic, responsive approach to meeting the needs of all learners in inclusive classrooms. https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/ https://nationalcollege.com/webinars/supporting-academically-driven-disadvantaged-pupils-primary | 1, 2, 3 |
| CPD (e.g. National College, WCC), and resources to enhance the teaching of transcription i.e. handwriting and spelling, and sentence construction. | The Writing Framework, presents an evidence-based approach to enabling pupils to master the foundations of writing and to build writing knowledge and skills throughout primary school. https://www.gov.uk/government/publications/the-writing-framework | 3 |
| Embed the chosen writing scheme and continue to invest in quality texts to support engagement in English lessons, with a strong focus on developing vocabulary, grammar and punctuation. | The framework further details the importance of building on these foundations, in order to articulate and structure ideas in writing. https://www.gov.uk/government/publications/the-writing-framework | 1, 3 |

## Targeted academic support (for example, small group and one-to-one support, structured interventions)

Budgeted cost: **£24,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support to 'catch up' and 'keep up'; impacting both reading and spelling. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2, 3 |
| Precision Teaching Training delivered face to face by SENCO consultant; TA time for delivery of the intervention to identified pupils, for reading and spelling;<br>Additional CPD as required for TAs to deliver effective evidence-based interventions. | Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2, 3 |
| Continued provision of 1:1 and small group interventions for pupils who are at risk of not achieving age related expectations, in English. | Intervention, in small groups, targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind: Small group tuition \| EEF | 1, 2, 3 |

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

Budgeted cost: **£30,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| SENCO to undertake Trauma Informed Schools UK diploma and disseminate training to teachers and TAs.<br><br>Beacon PRU SLA to include outreach work, advice and direct work for children who are struggling with dysregulation and associated behaviours. | A trauma informed school, one is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. https://www.trauma-informed.uk/home/evidence-base<br><br>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 4, 5 |
| ELSA training to be completed; ongoing supervision sessions for 2 TAs, in addition to our emotions coach; time to implement well-being sessions with identified children | Evidence shows the ELSA approach to enable effective intervention programmes for a wide range of needs. https://www.elsanetwork.org/elsa-network/ | 4, 5 |
| Training for Attendance officer and SLT Attendance lead; time to follow up attendance issues for disadvantaged and vulnerable pupils; including meetings with parents.<br><br>Implement guidance from DfE / WCC. | Attendance intervention and working with parents has been shown to improve attendance, thus improving overall outcomes for children.<br><br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 4, 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

## Total budgeted cost: £76,000