

Pupil premium strategy statement



This statement details our school's 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meadowdale Primary School
Number of pupils in school	388 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date of most recent review	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Martin
Pupil premium lead	Liz Martin
Governor / Trustee lead	Penelope Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,160
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	£50,160

Part A: Pupil premium strategy plan

Statement of intent

One of our guiding principles is our commitment to equity and that every child has the right to learn in an environment where they can flourish, achieve excellence and where their well-being is a priority. As such, our intention is that every student has access to high-quality provision, achieving highly both academically and nonacademically, regardless of prior attainment, needs or background. Our strategy incorporates providing high-quality professional development opportunities for all staff which in turn leads to high-quality teaching and excellent outcomes for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged children and their peers in reading writing and maths at the end of Key Stage 2. Statutory assessments at the end of Key Stage 2 (2025) show that only 50% of disadvantaged pupils achieved the expected standard and reading, writing and maths.
2	Pupil well-being and ability to maintain relationships and self-regulation. 44.8% of disadvantaged pupils also have identified Special Educational Needs. 24.1% of disadvantaged pupils with SEND have Social, Emotional and Mental Health needs and 27.6% have Speech, Language and Communication needs. 34.5% of disadvantaged pupil are persistently absent with all but 1 of these pupils also having SEND.
3	Financial challenges impact on access to opportunities to develop musical or sporting excellence.
4	Financial challenges impact on access to outdoor adventure activities.
5	Impact of early trauma on pupil well-being.
6	41.4% of disadvantaged pupils have joined the school as a mid-term admission. Attainment analysis shows that most of these children have significant academic gaps which require intervention.

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
The attainments gap between disadvantaged pupils and their peers is closed.	Disadvantaged children attain at or above the expected standard on reading, writing & maths at the end of Key stage 2
Pupils have a strong sense of well-being.	Pupil well-being survey shows improved levels of well-being. Pupil interviews show good levels of curriculum engagement and resilience. Attendance is improved.

Pupils are able to manage big emotions and self-regulate.	Observations of pupils shows an improvement in managing emotions and self-regulation skills
Pupils have opportunities to achieve excellence in music and/or sports	Music exam results show that pupils are achieving well in music grade system. Participation in school teams and sporting tournaments is high.

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: £27,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lesson study – Maths mastery</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Lesson study is an effective form of CPD – Lewis 2002, Stenhouse, Takahashi. Developing maths fluency supports problem solving. EEF Improving maths in Key Stage 2.	1,6
<i>Development of high-quality mathematical interventions including fluency.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Knowles 2017 – Children from socio-economic disadvantage are more likely to underachieve in maths throughout their school careers. Schools closing the maths attainment gap are developing number and number sense in lessons and providing focussed teacher CPD. NCTEM	1,6
<i>CPD – teaching reading comprehension strategies and maths fluency and mastery.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Mastery learning has been shown to have a plus 5 months impact (EEF). Early numeracy approaches and focus on fluency has had a plus 7 months impact on children (EEF)	1,6
<i>CPD – Emotion Coaching</i>	Targeted interventions and universal approaches have positive overall effects. The highest impacts are for approaches that focus on self-management or role play and rehearsal. EEF Tool kit. Emotion Coaching provided a structure for staff to operationalise or know "how to do" relationships with pupils in their everyday encounters with them. These ongoing relationships benefited pupil emotional development. The training supported both staff and pupil intra-and inter-personal emotional competencies and relationships: adult-pupil and pupil-pupil relationships and communication were	1,2

	enhanced". Supporting adults to develop emotion coaching in schools. Gus 2018	
<i>CPD- Anxiety, ADHD and Autism Training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021 Lesson study is an effective form of CPD – Lewis 2002, Stenhouse, Takahashi. Knowles 2017 – Children from socio-economic disadvantage are more likely to underachieve in maths throughout their school careers. Schools closing the maths attainment gap are developing number and number sense in lessons and providing focussed teacher CPD. NCTEM	1,2,6
<i>Phonics training</i>	Teachers and support staff are trained in the Sounds Write phonic intervention to allow targeted interventions and a universal approach which will have apposite overall effect. There is very extensive evidence to support ensuring good phonics instruction. It is a vital component in the development of early reading. EEF Improving literacy in Key Stage 1. Scarborough's Reading Rope (2001). The development of fluency supports teaching comprehension strategies. EEF Improving Literacy in Key Stage 2. Severs (2018) De Let (2017)	1,6

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

Budgeted cost: £16,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics and reading intervention</i>	There is very extensive evidence to support ensuring good phonics instruction. It is a vital component in the development of early reading. EEF Improving literacy in Key Stage 1. Scarborough's Reading Rope (2001). The development of fluency supports teaching comprehension strategies. EEF Improving Literacy in Key Stage 2. Severs (2018) De Let (2017)	1,6
<i>Maths intervention</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021	1,6
<i>Play therapy</i>	Play therapy uses toys, creative activities, and role play to help children express feelings they may not be able to put into words. It provides a safe, supportive space where they can work through worries, build confidence, and learn healthy ways to cope. It helps children in the following ways. Emotional Wellbeing: Helps children manage anxiety, sadness, anger, and trauma by expressing emotions safely.	5

	<p>Better Behaviour: Encourages self-control and problem-solving, reducing challenging behaviours.</p> <p>Social Skills: Builds trust, empathy, and communication, improving friendships and family relationships.</p> <p>Confidence & Resilience: Strengthens coping strategies for life's challenges.</p> <p>Play therapy is delivered by trained professionals and is widely recommended for issues such as anxiety, trauma, bereavement, ADHD, and behavioural difficulties. There are positive evidence-based outcomes.</p> <p>77% of children show overall improvement in emotional and behavioural wellbeing.</p> <p>61% achieve clinically significant gains in mental health.</p> <p>65% improve social skills, with 45% showing major progress. (Source: Play Therapy UK research and NHS guidelines)</p>	
<i>Emotion Coaching</i>	<p>Targeted interventions and universal approaches have positive overall effects. The highest impacts are for approaches that focus on self-management or role play and rehearsal. EEF Tool kit.</p> <p>Emotion Coaching provided a structure for staff to operationalise or know "how to do" relationships with pupils in their everyday encounters with them. These ongoing relationships benefited pupil emotional development. The training supported both staff and pupil intra-and inter-personal emotional competencies and relationships: adult-pupil and pupil-pupil relationships and communication were enhanced". Supporting adults to develop emotion coaching in schools. Gus 2018</p>	2

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music lessons for disadvantaged pupils</i>	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increases well-being have also consistently been reported. EEF Toolkit research analysis.	2,3
<i>Access to Meadowdale sports clubs</i>	Opportunities for disadvantaged pupils to participate in activities they might not otherwise be able to access can improve resilience and self-confidence. EEF Toolkit research analysis.	2,3
<i>Hardship support – access to trips and uniform</i>	Opportunities for disadvantaged pupils to participate in activities they might not otherwise be able to access can improve resilience and self-confidence. EEF Toolkit research analysis.	2,4

Total budgeted cost: £50,160

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.

We have trained additional members of staff in phonics teaching so that we have a robust programme of keep up and catch-up interventions for phonics and reading for children in Key stage 1.

CPD continues to focus on developing the Maths Mastery approach as well as enhancing the maths curriculum and teachers' subject knowledge to ensure high quality planning which will enable students to have a secure understanding of concepts.

All current disadvantaged pupils are closely monitored by teachers using the attainment flight path which is then discussed with leaders termly in pupil progress meetings. Appropriate interventions and enhanced provisions are put in place and monitored to see impact throughout the term.

We have noticed a trend that some disadvantaged pupils who join our school in upper key stage 2 with low attainment have gaps in attainment that are difficult to close before they leave us at the end of KS2. We have started to develop interventions programmes in each phase so that any new pupils can slot into these more easily where required.

All support assistants have had emotion coaching, supporting children with anxiety and autism and ADHD training which is having a positive impact on children emotional wellbeing. This is monitored annually through pupil surveys and regularly throughout the year in pupil interviews.