



# Pupil premium strategy statement – Meadowcroft Infants School

This statement details our school's use of pupil premium (and recovery 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	134
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs J Underwood
Pupil premium lead	Mrs Griggs
Governor / Trustee lead	Mrs Freeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,315
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£47,315</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ethos at Meadowcroft is one where we aim to educate the “whole child.” Ensuring children are safe, happy and ready to learn when they are in school. We want to give every child the best start in life, whatever their background and wherever they grow up. We want them to achieve as well as possible making good progress and having the opportunities to reach their full potential.

The main aim of our pupil premium strategy is to support disadvantaged pupils who are facing challenges. There are times when some children and families need additional support and access to wider services for this to happen. All staff members, supported by the leadership team, forge positive relationships with families and try our utmost to support our school community. Our intake highlights that some pupils are disadvantaged in multiple areas such as SEND, medical needs, housing and wider family difficulties. We endeavour to understand our children, their families and barriers to learning and this is at the heart of our strategy.

We will continue to use the Pupil Premium funding to ensure all children receive high quality teaching but also towards the employment of teaching. This also provides additional opportunities to meet the social and emotional needs of the children in our school. The impact of this is that children have individual and small group support, which allows them to access the curriculum meaning they are ready to learn and make better than expected progress. As we grow into a primary school, this is more important than ever.

We support children with specific areas of need including anxiety, reading and mental well-being that will involve new initiatives to improve outcomes for all children especially those struggling in these areas.

Our approach will be responsive to individual needs as well as common challenges. We will act early to intervene at the point a need is identified and as a whole school take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. Additional support will enable the school to provide broad learning opportunities for all our children across the school, ensuring that their individual needs are met.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data for Autumn 2025 shows that 36% of the pupils eligible for pupil premium (PP) had attendance less than 90%</p> <p>This low attendance has a negative impact on the children's progress and attainment. Some of the PP arrive to school late which reduces their learning opportunities and causes them to miss out academically and socially. These parents and children will need to be specifically targeted.</p>
2	<p>Many pupils entering reception and increasing amounts of in year transfer pupils have had a lack of socialisation prior to attending school and parents are often anxious. Socialisation opportunities and learning have been missed. We will continue to release staff to attend SEN meetings, welfare meetings and to access outside agency support for these pupils.</p>
4	<p>Pupils who do not have equal access to trips and extra-curricular activities or do not have the correct school uniform because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities.</p>
5	<p>Some pupils eligible for pupil premium have been identified as having social and emotional difficulties. This affects their engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of programmes and resources.</p>
6	<p>Several pupils in school are presenting individual challenging behaviour. 11% of PP children have an EHCP (6 children) and 67% (4 children) of these require intensive support with regulating their behaviour as well as supporting their learning. This involves employing additional adults and training.</p>
7	<p>Data shows that there is an attainment gap between pupils who are eligible for pupil premium at Meadowcroft and those who are not. This is most notable in Writing where only 43% of PP are achieving age related expectations. Pupils need to be supported to increase understanding and develop knowledge through building foundational skills, developing further automaticity and being given additional opportunities to read.</p>

## 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
<p>Curriculum adopted and adapted in order to ensure the correct support is identified and given.</p> <p>Little Wandle phonics scheme is implemented successfully throughout EYFS and KS1 and Rapid Catch up is used to reduce the gap in KS2.</p>	<ul style="list-style-type: none"> <li>• Accurate baseline assessment ensures that children are identified swiftly and make accelerated progress. This is monitored through Pupil Progress Meetings.</li> <li>• Targeted interventions ensure that children make rapid and accelerated progress.</li> <li>• Pupils eligible for PP make as much progress as non-disadvantaged pupils across the school.</li> <li>• Targeted Reading support enables pupils to close the gap.</li> <li>• PP children reach the required standard in Phonics Screening in June 2026.</li> <li>• Pupils receive appropriate adaptations / support.</li> <li>• Higher attaining pupils receive 1:1 verbal feedback so they know how to improve.</li> </ul>
<p>Challenge 2 – Improved attendance and punctuality maximises the Teaching and Learning opportunities and improves outcomes</p>	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among PP pupils</li> <li>• Overall PP attendance % increases</li> <li>• Improved progress and outcomes</li> <li>• Inclusion Officer more visible and supporting families with information and support. Attendance also monitored regularly in house.</li> </ul>
<p>Challenge 3 – PP children who have a healthy diet are more likely to concentrate. Getting the essential energy and nutrients will help them to get through the day. Their immune system will stay strong, resulting in less time off sick from school. A healthy diet will also reduce stress and help to maintain mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Pupils are more able to engage with learning</li> <li>• All pupils have an adequate amount to eat within the school day</li> <li>• Improved progress and outcomes</li> <li>• Pupils report that they feel happy at school</li> <li>• SENCo supporting families and signposting where necessary to support services e.g. food banks</li> <li>• ELSA support for children’s mental health and well-being.</li> </ul>
<p>Challenge 4 – Inclusion of pupils eligible for PP in all activities and opportunities.</p>	<ul style="list-style-type: none"> <li>• No pupil will be excluded from taking part in an event due to lack of parental funds</li> <li>• All pupils are fully equipped for school and activities with support of staff</li> </ul>
<p>Challenge 5 – Pupils SEMH needs are identified and supported through whole school strategies e.g. Zones of Regulation to reduce barriers in order for pupil premium pupils to reach their potential</p>	<ul style="list-style-type: none"> <li>• Zones of Regulation – whole school approach is implemented across school. New PSHE Jigsaw scheme across the school.</li> <li>• ELSA supports pupils and impact for improved learning behaviours</li> <li>• DSLs are available to support pupils and families alongside social services and other outside agencies</li> <li>• Adults dealing with emotional needs are supported.</li> </ul>

## Activity in this academic year 2025-26

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

### Teaching

Budgeted cost: £19,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew subscription to The National College and School Bus to improve CPD for all staff</p> <p>Additional CPD to target PP and vulnerable groups</p>	<p>The National College and School Bus subscription aligns with the DfE's strategy template prioritising High Quality Teaching, Targeted Academic Support and Wider Strategies for Pupil Premium children.</p> <p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p>	All
Pupil Progress Meetings – staff cover	Focussed time for teachers and leaders to discuss detailed progress of student in their class allows for clarity around next steps and affords valued time for professional discussion.	All
CPD in Phonics and comprehension strategies	<p>Education Endowment Foundation evidence +5 months</p> <p>Little Wandle training for new staff</p> <p>EEF Teaching and Learning Toolkit - Phonics</p>	1
Recruitment of additional TA for small group interventions. ELSA and Lego Therapy	<p>Education Endowment Foundation evidence +5 months</p> <p>The average impact of the deployment of TAs is around 4 months. However in studies where TAs were deployed specifically for interventions, the improvements were greater.</p> <p>EEF Teaching and Learning Toolkit – Teaching Assistant interventions.</p>	1, 4 & 5

### Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions – Little Wandle Catch Up</p> <p>Speech and Language – specialist teacher to deliver quality interventions to maximise progress</p>	<p>Education Endowment Foundation evidence +4 months</p> <p>Rapid Catch Up – Year 3</p> <p>The average impact of the deployment of TAs is around 4 months. However in studies where TAs were deployed specifically for interventions, the improvements were greater.</p> <p>EEF Teaching and Learning Toolkit – Teaching Assistant interventions.</p>	1

Mathletics – maths catch up programme for Yr2 and LKS2 CPD for all staff designed to ensure OAP is followed and maximised	EEF – Oral Language interventions	
Renewal of subscriptions to ensure equity is sought across the curriculum and across year groups	Schemes of work are increasingly popular in a range of primary subjects. Using a scheme allows teachers to follow the National Curriculum, as required in all state-maintained schools, but provides a clear plan to follow. CPD then given on how to adapt the framework.	All

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA increases time spent on pastoral interventions outside of the ELSA scheme	The programme aims to meet the emotional needs of children. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.	1
Inclusion – funding of trips, Early Birds and After School Club, school uniform	PP pupils offered 1 club per week and supported through payment. Feedback from staff, pupils and parents. Removing barriers to participation improves attendance.	3
Zones of Regulation resources	Consistency of approach across the classrooms and the school	2,4,5
SENCo open morning in conjunction with Freemantles	Increased parental engagement particularly of PP and SEND parents results in increased pupil engagement and in turn attainment and well being improve.	
Pastoral support for our parents and carers	SENCO, Deputy, Head, ELSA and other staff where appropriate to continue to support parents and carers, especially vulnerable families.	All
Attendance monitored more rigorously and letters sent home consistently – policy followed Additional admin staff to facilitate growing number of children	EEf studies show that an increase in attendance leads to and in crease in student well-being and attainment	1
After school clubs run by staff internally and externally to enable opportunities for all	EEF and other evidence suggests that extra curricular activities at school, attended by PP children support well being	3

**Total budgeted cost: £47,315**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Review of Expenditure – Previous Academic Year			
Academic Year	2024-25	Total PP budget based on 2023-24 financial year	£34,040
Total number of pupils - September 2024	103	Number of pupils eligible for PP – Sept 2024	28
Objective	Action	Outcome	
Decreasing the attainment gap: some Pupil Premium children are not attaining as well as other pupils. Some children's reading skills are below average. Our families may not have a clear understanding of the process of how children develop reading skills and this limits application of skills and effectiveness of reading.	<p>Literacy interventions- SENCo and SEND TA targeted support.</p> <p>Little Wandle assessments used for accurate baseline and progress</p> <p>Lego therapy used a lunchtime to improve communication and language skills</p> <p>National College and School bus subscription renewed and all staff using for training</p>	<p>Reading PP 37% on track at start of Year 53% on track or higher at the end of the year</p> <p>Writing PP 34% on track or higher at the start the year 47% on track or higher at the end of the year</p> <p>Maths PP 37% on track or higher at the start the year 53% on track or higher at the end of the year</p>	
<p>Our attendance data for Autumn 2024 shows that 37% of the pupils eligible for pupil premium (PP) had attendance less than 90%</p> <p>This low attendance has a negative impact on the children's progress and attainment. Some of the PP arrive to school late which reduces their learning opportunities and causes them to miss out academically and socially. These parents and children will need to be specifically targeted.</p>	<p>Additional TA Support.</p> <p>Trips and visits discounted for PP children</p> <p>Free spaces offered to Owls and Breakfast Club as well as after school clubs</p> <p>SENCo supported families through Early Help and TAF where necessary</p>	<p>Class trips were subsidised for pupils eligible for PP to ensure that disadvantaged children were not excluded from the benefits of social experiences and learning about the wider community.</p> <p>Subsidised places in enrichment and extended school clubs for pupils eligible for PP ensured that disadvantaged pupils were able to access and enjoy extra-curricular clubs, which lead to improved social skills.</p> <p>After School Club Enrichment Clubs (Football, Street Dance, Spanish, Multi Sports).</p> <p>Sessions funded for early morning child care for disadvantaged families and children were enabled to have the best possible start to the day when this facility was required. Wrap around care facilitated improvement in the overall attendance of pupils eligible for PP</p>	
A proportion of pupil premium children are suffering from a lack of healthy nutrition outside of school.	<p>Vouchers issued for holiday periods</p> <p>Breakfast items purchased for key children</p>	Parents access food during time not at school	

<p>Pupils who do not have equal access to trips and extra curricular activities or do not have the correct school uniform because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities.</p>	<p>Uniform supplemented and purchased for some PP children</p>	<p>PP children feel included and equity gap closed</p>
<p>Some pupils eligible for pupil premium have been identified as having social and emotional difficulties. This affects their engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of programmes and resources.</p>	<p>Additional TA support Additional ELSA hours Training for staff</p>	<p>Reduction in the number of SEMH incidents for PP children. Zones of regulation set up in all classrooms</p>