The Meadows Primary School
Pupil Premium Strategy Statement 2026-2027

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.

School overview

Detail	Data
School name	**The Meadows Primary School**
Number of pupils in school	**259**
Proportion (%) of pupil premium eligible pupils	**16 %**
Academic year that our current pupil premium strategy plan covers	**2026-2027**
Date this statement was published	**October 2026**
Date on which it will be reviewed	**September 2027**
Statement authorised by	**Angie Jones**
Pupil premium lead	**Sam Thomas**
Governor / Trustee lead	**Jenny Brennan**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£68,121**
Recovery premium funding allocation this academic year	0
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	**£68,121**

Part A: Pupil premium strategy plan

Statement of intent

Rationale

The Meadows Primary School is committed to ensuring that all children experience the highest quality teaching and learning through the consistent delivery of quality first teaching (QFT). The evidence suggests that the most effective way to improve outcomes for all pupils, but particularly those most disadvantaged, is through excellent teaching in the classroom. Alongside QFT, a range of individualised programmes and personalised support packages are provided for any disadvantaged pupils identified in need of additional support to ensure that all pupils 'keep up' with their peers.

Objectives for our disadvantaged pupils

- *To ensure that all children reach their full potential through the provision of a high quality education; a shared belief that anything can be achieved through hard work and determination and the consistent promotion of aspirational thinking.*
- *To provide a wide-range of enriching opportunities for disadvantaged pupils to develop their cultural capital.*
- *To consistently promote children's personal development, providing access to an extensive range of opportunities and experiences.*

Main aims of our PP spend strategy

- *To improve quality first teaching for all pupils*
- *To promote improved attendance that is at least in line with or above the national average and to reduce the overall percentage of persistent absenteeism.*
- *To ensure that every child is a fluent reader by the time they leave The Meadows.*
- *To promote children's personal well-being by ensuring that they engage with the full range of activities on offer through school.*
- *To remove any potential barriers to all children achieving the best they possibly can.*
- *To use research informed practice to improve children's life chances and raise aspirations.*

Key principles of our strategy plan

- To continue to improve the quality of teaching and learning through evidence-based, high quality, whole school continuing professional development.
- To encourage full school attendance by developing effective relationships with families and working with external agencies where further support/intervention is required.
- To foster children's love of learning and enjoyment of school through the provision of a wide range of extra-curricular activities, enriching life experiences and curriculum visits and trips. This also includes support for residential trips involving outdoor adventurous activities.
- To ensure that children's mental health and well-being is prioritised through training of relevant staff, so that children can be effectively equipped with a range of self-help strategies.
- To promote engagement in reading for all by ensuring that a high quality systematic synthetic phonics programme is in place with strong and effective teaching from all members of staff.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally have a higher rate of persistent absence and poor punctuality than other pupils, particularly if they also have special educational needs.
2	Attainment of disadvantaged pupils is generally lower than other pupils.
3	Disadvantaged pupils tend to have poor language and communication skills on entry to school and a more limited vocabulary.
4	Parent/carer support with learning and involvement is often limited and disadvantaged children often lack the opportunity to regularly practise basic skills at home with a family adult.
5	Disadvantaged pupils often experience limited opportunities and have limited access to life enriching experiences.

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
To improve the attendance and punctuality of those pupils whose absenteeism/punctuality is cause for concern.	The attendance and punctuality of pupils eligible for pupil premium will be in line with national outcomes.
To continue to secure high quality first teaching across the school, so that the attainment of PP pupils is in line with outcomes achieved nationally. To ensure that targeted children receive additional small group or individual academic support.	PP outcomes at the end of all key stages and for all national assessments will be in line with or above those achieved nationally.
To improve the language and communication of all pupils; extending and enriching children's known vocabulary bank and ensuring that PP pupils are all given the support needed to pass the Y1 phonics screening check.	Targeted pupils will demonstrate a measurable improvement in their language and communication skills; there will be a key focus in all classes in extending and enriching children's vocabulary and the school's pass rate in the phonics screening check will remain consistently above national outcomes.
All disadvantaged pupils will have access to a wide range of experiences and opportunities in line with their non-disadvantaged peers.	All PP children will have had access to extra-curricular clubs, as well as participation in sporting and/or expressive arts opportunities.

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

Budgeted cost: **£4,909**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and adaptive teaching supported by effective CPD programme for teachers and support staff. *Termly monitoring of lessons and books by SLT and regular reviews of progress on SDP objectives*	+6 months Feedback + 5 months Mastery Learning	2,3
An emphasis in all lessons on the acquisition and understanding of key subject-specific vocabulary.	+6 months	2,3,4

E.g. 'Word Aware' starters to all English lessons and topic specific vocabulary in foundation subjects	Oral language interventions	
'Mastering number' sessions embedded into the curriculum and coaching support from maths lead.	+ 5 months Mastery Learning	2,3,4
Curriculum leaders to ensure that subject curriculums are sequential and helping children to progressively and systematically acquire knowledge and skills to deepen understanding. Subject leaders to provide effective support to colleagues through feedback from network meetings, professional association CPD in order to ensure that effective practice is consistent across the school.	+ 5 months Mastery Learning	2,3,4
Access to digital programmes that support children's acquisition and practise of basic skills, including at home i.e. Numbots, Oxford Reading Owl, Times Tables Rockstars, Nessy, RWInc. E-book library	+4 months digital technology + 4 months Parental Engagement	2,3,4

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

Budgeted cost: **£50,655**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring session for 'children looked after' by each child's class teacher outside of the normal school day.	+ 5 months -1:1 tuition	2,3,4
Targeted literacy, numeracy and phonics small group interventions during the school day. Small group, pre-unit mathematics teaching by class teachers.	+ 4 months - phonics + 4 months - small group tuition + 5 months -1:1 tuition	2,3,4,
'Structured conversations' parent/carer meetings to provide regular feedback and identify key targets and support. Additional hours costs for support staff to cover teacher release for meetings.	+ 3 months - parental engagement	1,2,3

Wider strategies

Budgeted cost: £**14,036**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead, Head & Learning Mentor to liaise with Education Welfare Officer to develop & implement a range of specific support strategies for identified pupils to improve attendance and punctuality.	+ 3 months -parental engagement	1,4
Learning Mentor to work closely with targeted families to build trust and develop positive relationship with school.	+ 3 months -parental engagement	1,4
Ensure access to a range of after-school activities each term	+3 months – extending school time	1, 5
Free access to Early Birds Breakfast Club for all disadvantaged pupils and After-school Caterpillars Club when engaging with or meeting with parents/carers.	+ 3 months- parental engagement	1,2,4
Financial support for class trips (including residential trips – Y5 Arthog & Y6 Robinwood).	+3 months -extending school time	1,2,3,4

Total budgeted cost: £69,599