Pupil Premium Strategy Statement – Meadows School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	47.7% (Arbor data)
Academic year/years that our current pupil premium strategy plan covers	2026-7 2027-8 2028-9
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Ed Reilly
Pupil premium lead	Camilla Doonan
Governor / Trustee lead	Jane Court

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,405
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	**£25,545**
Unallocated budget	**£9,860**

Part A: Pupil Premium Strategy Plan

Statement of intent

At Meadows School, we use pupil premium funding to improve the educational outcomes of disadvantaged pupils and reduce the impact that socio-economic disadvantage can have on achievement, attendance, engagement and future life chances.

As a specialist SEMH school, many of our disadvantaged pupils experience multiple and overlapping barriers to success. These may include social, emotional and mental health needs, SEND, disrupted educational experiences, difficulties with speech, language and communication, poor attendance, adverse childhood experiences and limited access to enrichment opportunities.

Our strategy is informed by diagnostic assessment, attendance analysis, behaviour information, pupil voice, family engagement and evidence from educational research. In line with Department for Education guidance and the Education Endowment Foundation's tiered approach, our strategy focuses on three key areas:

- High-quality teaching through evidence-informed professional development and effective classroom practice.
- Targeted academic support to accelerate progress in literacy, communication and preparation for adulthood.
- Wider strategies that improve attendance, engagement, wellbeing, belonging and access to enrichment opportunities.

Our aim is that disadvantaged pupils achieve, belong and thrive. Through carefully selected evidence-informed approaches, we seek to improve literacy and communication outcomes, increase engagement with learning, enhance personal development and ensure pupils are well prepared for successful transition into further education, employment and adulthood.

This strategy forms part of a three-year plan and will be reviewed annually to evaluate implementation*, impact and value for money.*

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils enter the school with significant gaps in literacy, reading fluency, vocabulary and comprehension due to disrupted education, SEND and SEMH needs.

2	Many disadvantaged pupils experience difficulties with speech, language and communication which can affect learning, participation, relationships and future employability.
3	High levels of anxiety, emotional dysregulation and SEMH need can negatively affect attendance, engagement, behaviour and readiness to learn.
4	Many disadvantaged pupils have limited access to enrichment opportunities, cultural experiences and activities that broaden aspirations and support personal development.
55	Some disadvantaged pupils experience interrupted learning due to absence, medical needs, suspension or difficulties engaging with school, placing them at risk of falling behind academically.
6	Disadvantaged pupils often require additional support to develop employability skills, independence and readiness for successful post-16 transitions.

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 literacy outcomes for disadvantaged pupils.	Pupils demonstrate accelerated progress in reading, phonics, vocabulary and literacy assessments. Reading ages improve and a greater proportion of pupils achieve personalised literacy targets.
Improved communication and oracy skills.	Pupils demonstrate greater confidence in speaking, listening, discussion and self-expression. Staff assessments and pupil voice evidence improved communication skills across the curriculum.
Improved engagement, attendance and readiness to learn.	Attendance of disadvantaged pupils improves over time. Persistent absence reduces. Behaviour incidents decrease and engagement in learning increases.
Increased participation in enrichment opportunities.	Disadvantaged pupils participate in music, arts, outdoor learning and leadership opportunities. Participation data demonstrates equitable access.
Improved continuity of learning during periods of absence.	Pupils accessing remote learning maintain engagement with education and demonstrate reduced learning loss.
Improved preparation for adulthood outcomes.	Pupils demonstrate increased employability skills, independence and confidence. Sustained destinations into further education, employment or training remain strong.

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

Budgeted cost: £11,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. phonics training and coaching for staff	The EEF identifies phonics as having a strong positive impact on early reading and literacy outcomes (+5 months). High-quality professional development improves implementation and consistency. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Oracy training and support.	EEF evidence indicates communication and language approaches have a positive impact on learning (+7 months). Explicit teaching of speaking and listening improves attainment, confidence and participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Development of consistent literacy and communication practice across the curriculum	DfE and EEF guidance emphasise high-quality teaching as the most important lever for improving outcomes for disadvantaged pupils. Approaches that improve teaching quality should be prioritised. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	1, 2

Targeted Academic Support

Budgeted cost:12,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. phonics resources and structured intervention delivery	Targeted literacy interventions and systematic synthetic phonics are identified within the DfE menu of approaches and supported by EEF evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/?utm_source=chatgpt.com	1
EDClass remote learning provision	Digital technology can support learning continuity and maintain engagement when attendance is disrupted. Structured online learning can reduce learning loss and improve access to curriculum content. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils?utm_source=chatgpt.com	5

Skills for Employment programme	Preparation for adulthood, employability skills and supported transition programmes improve long-term outcomes for vulnerable learners and support successful progression into further education, employment and training. https://www.gov.uk/government/publications/what-works-to-support-disadvantaged-groups-towards-employment/what-works-to-support-disadvantaged-groups-towards-employment-research-report	6
Targeted literacy and communication interventions informed by assessment	Diagnostic assessment followed by targeted intervention is recommended within DfE and EEF guidance to address identified barriers to attainment. https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders#the-menu-of-approaches	1, 2

Wider Strategies

Budgeted cost: £1,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music enrichment programme	Arts participation is associated with improvements in confidence, engagement and motivation and can contribute positively to educational outcomes (+3 months average impact). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/?utm_source=chatgpt.com	3, 4
Arts project and creative enrichment opportunities	Arts participation supports self-expression, wellbeing, engagement and social development, particularly for pupils with SEMH needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/?utm_source=chatgpt.com	3, 4
Dandelion Time therapeutic outdoor learning programme	Outdoor learning and social and emotional learning approaches can improve engagement, wellbeing, resilience and self-regulation. https://dandeliontime.org.uk/who-we-help/our-impact/measuring-our-impact/?utm_source=chatgpt.com	3, 4
Duke of Edinburgh Award participation and licence costs	Enrichment activities develop resilience, confidence, teamwork, leadership and wider life skills, all of which support successful educational and post-16 outcomes. The DfE menu of approaches specifically includes enrichment and wider life skills. https://www.dofe.org/about/impact-report24/?utm_source=chatgpt.com	3, 4, 6
Attendance and engagement support linked to	Attendance remains one of the most significant barriers to educational outcomes. DfE guidance identifies attendance support as a key wider strategy.	3, 5

enrichment and personalised intervention	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision?utm_source=chatgpt.com	

Teaching: £11,065

Targeted Academic Support: £12,513

Wider Strategies: £1,967

Total Budgeted Amount: £25,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of the school's pupil premium strategy was evaluated using a range of evidence including attendance information, behaviour records, literacy assessment data, intervention records, pupil voice, destination information and progress against EHCP outcomes.

During the previous academic year, disadvantaged pupils demonstrated positive outcomes in engagement, personal development and participation in enrichment opportunities. Increased access to creative arts, outdoor learning and wider curriculum experiences contributed to improvements in confidence, resilience and school belonging.

Targeted literacy interventions supported progress in reading and communication for identified pupils. Staff reported increased confidence in communication and classroom participation amongst pupils who accessed structured literacy and communication support.

Attendance remained a key priority. While individual pupils demonstrated significant improvements through targeted support and personalised intervention, persistent absence continued to affect educational outcomes for a small number of disadvantaged learners.

Preparation for adulthood programmes supported pupils in developing employability skills, independence and confidence. Transition planning and careers education contributed to positive post-16 destinations for pupils leaving the school.

Evaluation of the strategy indicates that approaches focused on literacy development, communication, engagement, enrichment and preparation for adulthood continue to be appropriate priorities for the next phase of the strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Oxford University Press
Skills for Employment	Skills for Employment
EDClass	EDClass Ltd
Dandelion Time	Dandelion Time
Duke of Edinburgh Award	The Duke of Edinburgh’s Award
Oracy Training and Support	Voice 21

Further information

This strategy has been developed using the Department for Education's guidance on the effective use of pupil premium funding and the Education Endowment Foundation's Guide to the Pupil Premium. The strategy reflects the DfE menu of approaches and adopts the EEF's tiered model of high-quality teaching, targeted academic support and wider strategies.

The school will monitor implementation and impact through regular review of attendance, behaviour, assessment information, participation data, pupil voice and destination outcomes. Leaders will evaluate both academic outcomes and wider indicators of success including engagement, wellbeing, belonging and preparation for adulthood.

Where evidence demonstrates that an approach is not having the intended impact, leaders will adapt implementation and redeploy resources to ensure the best possible outcomes for disadvantaged pupils.