

Meadowbank Primary School 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 | Meadowbank Primary School |
| Number of pupils in school | 426 |
| Proportion (%) of pupil premium eligible pupils | (58) 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25, 2025-26, 2026-27 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | J Appleton |
| Pupil premium lead | K Jenkins |
| Governor / Trustee lead | L Galley |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £77,265 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £77,265 |

Part A: Pupil premium strategy plan

Statement of intent

At Meadowbank Primary School, we enable our children to flourish and inspire, creating lifelong learners, who are empowered to have a lasting legacy and become leaders of change. To ensure this we instil high expectations of our children, allowing them to aspire to achieve their best. We understand that all children are individuals and need bespoke learning opportunities that are rooted in their needs and therefore craft a curriculum that is purposeful. For our most disadvantaged children, we work to remove barriers to their learning to allow them to close their gaps and raise attainment. Our Pupil Premium strategy is designed to enable children to make accelerated progress from starting points, through equipping them with the skills and strategies to overcome challenges to manage their own learning, exposing our children to a wide range of enrichment experiences and ensuring our children develop crucial language skills to positively impact on listening and attention, understanding and speaking.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Early speech, language and communication and not showing the characteristics of school readiness – Disadvantaged children enter school below age related expectations at baseline. |
| 2 | Attendance and punctuality –Parental engagement. Persistent absence for children eligible for FSM is higher than their peers. |
| 3 | Children with low self-esteem or other mental health needs impacting on progress in the classroom. |
| 4 | Attainment gap in children achieving Greater Depth at Key Stage 2 in Reading, Writing & Maths. |
| 5 | Attainment gap in children achieving and exceeding Age Related Expectations in Key Stage 1. |
| 6 | Gap in wider life skills and cultural capital prior to starting school and external to school life. |

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 close the language gap in EYFS and Year 1 across all three aspects – Listening and attention, understanding and speaking. | To raise attainment in the prime area of communication and language for children eligible for PPG |
| Attendance figures for children eligible for Pupil Premium increase. The number of children eligible for PPG who are deemed as persistent absentees to reduce. | Attendance percentages increase, the gap between attendance of children eligible for pupil premium and those not eligible decreases. The number of children eligible for Pupil Premium who are persistently absent decreases. |
| Children to be equipped with the skills and strategies to overcome challenges and manage their own learning, making progress. | Outcomes for children will improve. Children engaging in programmes from the wellbeing pathway will show progress in SDQs, Wellbeing assessment tool and academic progress. |
| Children make accelerated progress from starting points | Positive progress scores for children eligible for Pupil Premium at the end of Key Stage 2. The gap in progress scores between children eligible for pupil premium and their peers is reduced. Increased number of pupils eligible for Pupil Premium to achieve and exceed ARE in KS1 and 2 to close gaps with their peers who are not eligible. |
| Pupils access a wide range of enrichment experiences in and out of school to close the cultural capital gap. Pupils to benefit from the Flourish Strategy (academic extension, cultural enrichment, personal development, removal of financial barriers). | Pupil voice indicates enjoyment in school life and improved attitudes to learning. End of Key Stage data reflects the closing of the cultural capital gap in outcomes for children in all curriculum areas to be in line or above 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: £5,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Disadvantaged pupils receive targeted support for both their academic and pastoral needs. Quality First Teaching, employing Rosenshine's Principles. | Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact. EEF Small Group Tuition (+4 months) is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF Teaching and learning toolkit) | 1,4,5 |
| Stockport Speaks – 2 members of staff and facilitating workshops with Key Stage 1 and Early Years. Bright Futures NW Early Years Stronger Practice Hub – Boys Communication and Language – 1 member of staff Starting Strong – A day of play conference – 2 members of staff | EEF guide to Pupil Premium advocates a tiered approach and teaching is the first strand, including spending on developing high quality teaching which may include investment in professional development. | 1,4,5 |

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

Budgeted cost: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Children to have access to and receive feedback on work completed using online learning portals; my maths, SPAG.com and Times Tables Rockstars. | EEF Homework (+5) The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies | 3,4,5 |

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| | <p>reviewed with the highest impacts set homework twice a week in a particular subject.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p> | |
| <p>Employment of an additional Teaching Assistants working across school to deliver Personalised Programmes.</p> | <p>EEF Teaching Assistant Interventions (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> | 3,4,5 |
| <p>Wellcomm assessment for all children in EYFS and programmes for those who show they are working below age related expectations. Training for new staff to EYFS.</p> <p>Narrative Approach to teaching Language forms part of the layered approach to early language teaching. Working with Stockpot SALT – CPE across the phase to implement the programme as part of a layered approach.</p> <p>Tales Toolkit</p> <p>SALT</p> <p>Training for staff to facilitate Drawing Club for children in EYFS 2</p> <p>School are part of the Stockport Speaks programme</p> | <p>EEF Oral Language Interventions (+6 months) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> | 1 |
| <p>Whole, cross phase strategic blueprint for developing a progression in Strong Foundations; Executive function, early reading, early writing, early maths and communication and language.</p> | <p>The DFE Report Strong foundations in the first years of school, October 2024 found that some schools are not making sure that all children learn the foundational knowledge that they will need later. This makes it harder for children to learn at key stage 2.</p> <p>Children who begin school with the lowest starting points and those who start to fall behind are the most affected by weaknesses in curriculum, teaching and assessment.</p> <p>This vulnerable minority of children are more likely to suffer when opportunities to learn are not equitable. Adults tend not to interact with them as much as they do with other children. Although they need the most teaching and opportunities for practice, these children often get the least. As a result, the gap between them and their peers widens.</p> <p>EEF Guidance reports and resources are used to ensure that best practice underpins the strategic blueprint across school. EEF evidence shows that when gaps in learning are not addressed early, they are likely to widen over time, particularly for disadvantaged pupils. The EEF highlights that strong foundations in language, literacy and learning behaviours are critical to later success, and that disadvantaged pupils benefit</p> | 1,4,5 |

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| | most when foundational gaps are addressed deliberately and systematically throughout the primary school, not just in Early Years to allow disadvantaged pupils to access the curriculum, catch up with their peers and make sustained progress. | |
| Investment in the Scribble it programme and associated staff training for FS1- an exploration of scribbling, showing children the massive joy of mark making within play and is a powerful link to invention, magic and story. | <p>The EYFS statutory framework explicitly values mark making and early writing, which underpins the Scribble it approach. Development matters strongly supports allowing children to make meaningful marks freely and giving meaning to the marks they make.</p> <p>There is strong research evidence which shows that scribbling and early mark making impacts on children's later literacy development.</p> <p>'In foundational moments where children are forming identities as readers and writers, scribbling is a stage of emergent writing.' NAEYC</p> | 1,5 |
| Additional adults trained to deliver the tuition aspects of the FFT Success for all phonics programme – lightening squad to ensure gaps are closed for children scoring below ARE in the Phonics Screening check in Key Stage 1 and LKS2 to close the gaps with their peers. Staff training and delivery of Jungle Club (Spelling programme) | <p>Tutoring with the Lightning Squad (TWL) is the FFT Success for All early reading tutoring programme where pupils work in small groups or individually with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform.</p> <p>The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through especially written, engaging and illustrated stories.</p> <p>Research shows that children completing 20 sessions of lightening squad tuition made three times the expected progress in word recognition and reading fluency</p> | 3,4,5 |

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

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Assistant Headteacher to support families who struggle to engage with school life and for whom attendance is identified as a barrier.</p> <p>Ensure all parents are connected on class dojo – personalised support to do this.</p> <p>Ensure all parents are connected on StudyBugs - personalised support to do this.</p> <p>Engagement in Parent Consultation Meetings regarding children's progress – flexibility in meeting times during the school day (cost of cover)</p> <p>Training for attendance team and pastoral leader in the FFT</p> <p>Attendance programme and DFE attendance materials to support</p> | <p>EEF Parental Engagement (+4 months) Parental engagement has a positive impact on average of 4 months' additional progress. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p> | 2,3,6 |

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| <p>attendance analysis and timely targeting and intervention.</p> <p>Investment in Study Bugs across the whole school as a tool to support communication about attendance and data analysis.</p> <p>Work with ELT attendance Officer to increase attendance.</p> <p>Engagement in the ELT Community of Practice supporting disadvantaged children.</p> <p>Mental Health Community of practice with schools in the ELT – Research project to identify and address barriers in Key Stage 1.</p> <p>Training for Attendance Champions.</p> | | |
| <p>Parent workshops – cover for staff to be able to deliver workshops in early reading, supporting reading in all year groups and maths.</p> <p>Development of an induction pack for New Starters to school, including in year transfers, identifying barriers and allocating support in a timely manner.</p> | <p>EEF Parental Engagement (+4 months) suggests considering what support you can give to parents to ensure home learning is of high quality. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> | 3,4,5 |
| <p>Engagement in whole school research, CPD and lesson studies using Rosenshine's principles of instruction, embedding the approaches across school ensuring teaching and learning is outstanding.</p> <p>Deliver the exemplars of good practice.</p> <p>CPD opportunities for staff including support staff through National College Subscription.</p> <p>Use of concept mapping to support Rosenshine's principles and particularly the use of the connected concepts to support teaching and learning.</p> <p>All staff to take part in the SSAT Embedding Formative Assessment training programme (over 2 yrs)</p> | <p>EEF Metacognition and Self-Regulation (+7 months) There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson. Implementing metacognition and self-regulation strategies will also require a small amount of staff time, compared with other approaches, as staff need to develop their own understanding of metacognitive and self-regulatory processes to model effective use of these strategies and skills to pupils.</p> | 3,4,5 |
| <p>Pupil Premium Lead to strategically monitor the provision for children eligible for Pupil Premium. Champion for disadvantaged children, working</p> | <p>Ofsted's paper, Supporting the attainment of disadvantaged pupils, refers to the need for a clear, responsive leadership, ensuring staff are willing to do whatever it takes to help each pupil succeed and holding every member of staff accountable for pupils' progress.</p> | 1,2,3,4,5,6 |

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| <p>with children, staff and parents. Progress leader time.</p> <p>Project working with other schools in the Trust to raise aspirations and attainment for children eligible for Pupil Premium. (Communities of practice).</p> <p>Mental Health Community of practice working across the Trust to carry out research identify barriers and ensure an early intervention approach in KS1 to support mental health.</p> | <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils, Stephen McCullen et al 2018, reports on the identification of those disadvantaged children attaining in the top 10% at primary school being less likely than their non-disadvantaged peers to achieve highly at KS4 and attend university. Findings discuss the need for interventions across academic extension, cultural enrichment, personal development and removal of financial barriers all to raise aspiration for these children.</p> | |
| <p>We Eat Elephants Programme used to supplement the Jigsaw PSHE curriculum to support children to develop strategies to use in the classroom to reduce anxieties and impact on accelerating academic progress.</p> <p>Work with the Pennine Care Foundation Trust Mental Health Support Team and Beacon Counselling to engage with a Mental Health Support Worker in school.</p> <p>Emotional Literacy Training for staff.</p> <p>Transition programmes with external provision at EYFS and KS2.</p> | <p>An evidence briefing outlines evidence to show that pupils who are positive about PSHE lessons by they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school. The findings are based on analysis conducted by the University of Hertfordshire and the PSHE Association, using data from the Health Behaviour in School-aged Children (HBSC) research study which surveyed 5,335 English school children aged 11, 13 and 15 in 2014.</p> <p>Dr Chris Williams is Emeritus Professor of Psychosocial Psychiatry at the University of Glasgow, Scotland, UK and a Fellow of the Royal College of Psychiatrists and has researched the evaluation of educational self-help approaches based on the cognitive behavioural therapy (CBT) approach to support the development of the We Eat Elephants programme. Professor G Squires (2001, 2006) found improved self-control and classroom behaviour for children in his study and identified the optimum number of sessions for impact, which is reflected in the recommended 6 sessions of the programme.</p> <p>The EEF guidance document, improving social and emotional learning in primary schools, recommends that SEL skills be taught explicitly as well as being integrated and modelled through every day teaching. EEF research found that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> | 3 |
| <p>Subsidy of enrichment opportunities for children eligible for PPG.</p> <p>Subsidy for children eligible for PPG to attend sports clubs.</p> <p>Subsidy for children eligible for PPG to have music lessons.</p> <p>Subsidy for children eligible for PPG to have French lessons.</p> | <p>Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.</p> <p>Sutton Trust –Parent Power 2018 – Cultural capital is associated with higher academic performance. Cultural capital measured by the type and amount of books read, types of television programmes watched, and visits to art galleries and museums positively relates to attainment. Extracurricular classes can both help to build cultural capital and essential life skills.</p> | 6 |

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| <p>Engagement and signposting with other external agencies to support children and families. E.g. HAF clubs</p> | <p>EEF Arts Participation (+3months) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>EEF Outdoor Adventure Learning - There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>EEF Physical Activity (+1 month) There is a small positive impact of physical activity on academic attainment (+1 month). Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> | |
| <p>Outdoor nurture programmes Solution Focussed Coaching programmes We Eat Elephants programme Training for relevant staff CPD opportunities for new staff Trauma & Attachment Training for all school staff</p> | <p>Friedman (2021) Understanding changes to children's connection to nature during the COVID-19 pandemic and implications for child well-being, Found that many children increased their connections with nature during lockdown whilst, a third of children whose connection to nature decreased during the pandemic displayed increased problems of well-being—manifest as either 'acting out' (externalising problems) or sadness/anxiety (internalising problems). An increase in connection to nature during the pandemic was more evident for children from affluent families than for their less affluent peers.</p> <p>Evidence shows that attention to learning is promoted through exposure to the natural world (Waite, 2017) and therefore will impact upon the learning behaviours displayed.</p> <p>Research completed into disadvantaged children found positive impacts on wellbeing, specifically self-regulation and resilience, and academic development, through increasing confidence for learning (McCree, Cutting& Sherwin, 2018). In addition to this, attendance was also increase as a result of outdoor learning opportunities. Therefore, enforcing the importance of such approach.</p> | <p>3,4,5</p> |

Total budgeted cost: £ 77,265

Part B: Review of outcomes in the previous academic year – 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

EYFS

100% of children eligible for Pupil Premium in EYFS, achieved the Early Learning Goal, despite entering school working below ARE. This is above the National Average of 51.3% The children eligible for Pupil premium accessed Well Comm and made progress to age related expectations and no longer require the programme moving into Year 1.

Year 1 Phonics

80% of the children eligible for Pupil Premium in Year 1 passed the phonics screening check. This is a gap of 6% with their peers compared to the national gap of 16.5 %.

The average point score was 32.4 which is a progression marker from baseline assessments which is higher than the National score for these children.

KS2

70% of children eligible for PPG achieved ARE in reading, 70% achieved ARE in maths and 30% achieved GD whilst 80% achieved ARE in GPS and 30% achieved greater depth. This data reflects progress from baseline assessments, although there is no Key Stage 1 data for progress scores due to Covid 19.

Externally provided programmes

| Programme | Provider |
|----------------------|-----------------------------|
| Tales Toolkit | Tales Toolkit |
| Wellcomm | GL Assessment |
| Balanceability | Balanceability |
| We Eat Elephants | Five Areas Ltd |
| Project X | Oxford University Press |
| Scribble it! | Can I go and play now! |
| Drawing Club | Can I go and play now! |
| FFT Lightening Squad | FFT Success for all phonics |
| FFT Jungle Club | FFT Success for all phonics |