

Pupil Premium Strategy Statement – 2026

Meynell Primary 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	477
Proportion (%) of pupil premium eligible pupils	69.95%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2028
Statement authorised by	Ben Ramsden
Pupil premium lead	Gemma Smith
Governor / Trustee lead	Andrew Hards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390, 870
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£390,870

Part A: Pupil premium strategy plan

Statement of intent

Meynell Primary School

Meynell Primary School is a larger than average, 2-form entry primary school with around 470 pupils on roll. The school serves a highly disadvantaged community in the Southey Ward which sits in the highest decile on the 2025 IDACI deprivation index. The school takes children from the age of 2 years old into the Nursery provision with 39 FTE places in Autumn term rising to 52 places in the Spring and Summer terms. There are 20 FTE places for 2 year olds.

The diversity of the school is changing and there has been an increase in non-white British families living in the community and attending the school. 27% of children have English as Additional Language. 80% of children in KS1 and KS2 who have special educational needs are also identified as Pupil Premium. 93% of children with additional needs are also Early Years PP. 17/20 of the school's children with EHCPs are also identified as PP. The school has two SEND Resource Bases catering for children with; complex speech, language and communication needs.

Inova Multi-academy Trust

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Outcomes – End of Key Stage 2 attainment</p> <p>At the end of 2025, the Key Stage 2 outcomes were below national outcomes for all children with 60% of children achieving the expected standard in Reading, Writing and Maths. This is a rising trend in the last 3 years.</p> <p>Outcomes for all children were broadly in line for national outcomes in Maths and SPG.</p> <p>In the year 2024/25, disadvantaged pupils achieved 10% higher than the national average for combined Reading, Writing and Maths.</p> <p>The school's year 6 disadvantaged cohort were in line with Reading national disadvantaged outcomes – 63%, above in Writing national disadvantaged outcomes – 63% and above in Maths disadvantaged outcomes – 73% compared to 61% national average.</p> <p>The school's 3 year average in Reading, Writing and Maths outcomes for disadvantaged children are above national 3 year average. In Reading and Maths, outcomes for disadvantaged children are significantly above 3 year average nationally.</p> <p>However, there continues to be a gap when comparing disadvantaged pupils to non-disadvantaged pupil outcomes in other year groups.</p>															
2	<p>Equity of access to excellent teaching</p> <p>The school staff continues to be relatively stable with 4 new teaching staff joining this academic year. This year has also seen a secondment of an experienced Headteacher from within the Trust to lead the team into the next phase of development.</p> <p>The school has 5 ECTs this academic year.</p> <p>The focus for this academic year is to identify and implement consistent pedagogical strategies within the classroom linked to the school's Teaching and Learning toolkit. This will also include the implementation of the PedTech strategy.</p>															
3	<p>Literacy (reading, writing, oracy)</p> <p>The outcomes at the end of year 6 for reading and writing were below national average for all children.</p> <p>Outcomes in EYFS for GLD were significantly below national average and children enter Nursery with very low starting points, particularly in Speech, Language and Communication.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Nursery and EYFS and through school to KS2.</p>															
4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <p>Our attendance shows attendance for disadvantaged pupils is in line with National average. However, attendance for all groups is below the target attendance with average attendance being 93.8% for disadvantaged pupils over the year. 14% of Persistent absence children are also identified as Disadvantaged.</p> <p>Attendance over time</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2024/2025</td> <td>92.51%</td> <td>94.33%</td> </tr> <tr> <td>2023/2024</td> <td>91.84%</td> <td>94.36%</td> </tr> <tr> <td>2022/2023</td> <td>89.32%</td> <td>92.57%</td> </tr> <tr> <td>2021/2022</td> <td>89.67%</td> <td>91.75%</td> </tr> </tbody> </table>	Year	Disadvantaged	Non-disadvantaged	2024/2025	92.51%	94.33%	2023/2024	91.84%	94.36%	2022/2023	89.32%	92.57%	2021/2022	89.67%	91.75%
Year	Disadvantaged	Non-disadvantaged														
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2021/2022	89.67%	91.75%														

5	<p>Powerful Moments – cultural capital and enrichment opportunities Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum. Many Disadvantaged children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital). Engagement in enrichment opportunities is key to developing pupils' metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance.</p>
6	<p>Correlation of vulnerabilities 80% of children in KS1 and KS2 who have special educational needs are also identified as eligible for Pupil Premium. 93% of children with additional needs are also eligible for Early Years PP. 85% of children with EHCPs are also identified as Disadvantaged. 27% of children are identified as having English as an Additional Language which has increased over the last 2 years.</p>
7	<p>Metacognition and self-regulation strategies Many of our children experience a number of ACES in their lives. The community the school serves is in the top 4% deprivation area and many children come from low-income families. 16% of children identified as both SEND and Disadvantaged have SEMH as a primary need.</p>
8	<p>Phonics Outcomes in Y1 PSC are below national average. 3 year average is 62% compared to 80% nationally.</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>Challenge 1: Outcomes Increase the % of all children, including Disadvantaged pupils, to be in line with National Average at the end of KS2.</p>	<ul style="list-style-type: none"> ✓ 2026 Year 6 performance data indicates narrowing gaps between PP and non-PP ✓ 2026 IDSR shows strong performance of PP in comparison to national PP ✓ Progress of disadvantaged children from their starting points, is accelerated when compared with their non-disadvantaged peers, in Reading, Writing and Maths. ✓ Disadvantaged children will make above average progress compared with schools with a similar deprivation level ✓ Disadvantaged children at our school will be above the average attainment score for schools with similar deprivation levels
<p>Challenge 2: Equity of access to excellent teaching There is a consistent approach to key pedagogical strategies across the school with a particular focus on:</p> <ul style="list-style-type: none"> ✓ Feedback that moves forward ✓ Responsive lesson planning ✓ I do, we do, you do ✓ Say it again... better ✓ Deliberate vocabulary development ✓ Probing questions ✓ Signal, pause, insist ✓ Normalise error and uncertainty ✓ Concrete examples 	<ul style="list-style-type: none"> ✓ Steplab evidence shows that 100% of teachers are using the strategies from the T&L toolkit. ✓ 100% of teachers have elements of dual coding within their practice. ✓ Monitoring evidence highlights that teachers are checking for understanding in all lessons ✓ PEDTech strategy has been implemented across the school with all teachers using iPads confidently as a teaching tool.

<p><i>There is a successful transition to PEDTech, with iPads enhancing these aspects of pedagogy for Pupil Premium pupils.</i></p>	
<p>Challenge 3: Literacy (reading, writing, oracy) % of children achieving Literacy and C/L in FS2 has increased from 2025 Increase the % of all children, including Disadvantaged pupils, to be in line with National Average at the end of KS2 in Reading and Writing</p>	<ul style="list-style-type: none"> ✓ Attainment at the end of FS2 will build upon the 50% from 2025 outcomes. ✓ Disadvantaged children and non-disadvantaged gaps close in all year groups for Reading, Writing and Oracy ✓ Steplab evidence shows 100% teachers using pedagogical strategies ✓ Internal school tracking shows an increased and sustained range of vocabulary used by children in their spoken and written English learning ✓ The number of children receiving intervention support from S&L specialist declining in KS1 and 2 unless specialist support for DLD children
<p>Challenge 4: Attendance To reduce the % of Disadvantaged PA children to be at least in line with National To increase attendance to be at least in line with national outcomes.</p>	<ul style="list-style-type: none"> ✓ Attendance for disadvantaged children improves compared to previous data and throughout the year ✓ Punctuality of disadvantaged children improves compared to previous data and throughout the year ✓ % of PA children decreases by at least 1% compared to 2024/25
<p>Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p>	<ul style="list-style-type: none"> ✓ Planned curriculum considers experiences of our school community and teachers and leaders plan experiences accordingly to bring the curriculum to life ✓ Children's University is used to promote extra-curricular activities for Disadvantaged children ✓ A wide range of extra-curricular activities and after school clubs provide opportunities for all children ✓ Tracking data shows increased number of PP children taking part in extra curricular and enrichment activities from 2025 baselines
<p>Challenge 6: Correlation of vulnerabilities 80% of children in KS1 and KS2 who have special educational needs are also identified as eligible for Pupil Premium. 93% of children with additional needs are also eligible for Early Years PP. 85% of children with EHCPs are also identified as Disadvantaged. 27% of children are identified as having English as an Additional Language which has increased over the last 2 years.</p>	<ul style="list-style-type: none"> ✓ Quality of education shows children with SEND are receiving effective adaptations to ensure they are making good progress ✓ Pupil voice speaks positively about belonging, feeling included and making progress in lessons ✓ Interventions show positive impact in all year groups to narrow the gaps and remove barriers to learning ✓ Teachers can talk comprehensively about the needs and barriers of their children with additional vulnerabilities and how they are supporting these children
<p>Challenge 7: Metacognition and self-regulation skills Many of our children experience a number of ACES in their lives. The community the school serves is in the top 4% deprivation area and many children come from low-income families. This impacts on many of our children's emotional regulation as they come into school.</p>	<ul style="list-style-type: none"> ✓ Number of behaviour incidents recorded reduces over time ✓ Intervention shows positive impact on behaviour and emotional wellbeing with Boxall profiles showing positive progress ✓ Steplab evidence shows improved learning behaviours of children in typicality walks ✓ Primary Mental Health Worker consultations and interventions show positive feedback

<p>Challenge 8: Phonics Gap between disadvantaged and non-disadvantaged children closes at PSC check External PSC check is in line with disadvantaged attainment of schools in similar deprivation levels</p>	<ul style="list-style-type: none"> ✓ Of the children who are accessing KS1 phonics, % of children passing PSC is in line with national outcomes ✓ Typicality walks and audits show high quality teaching of phonics throughout school ✓ Children make good progress in their phonics learning as shown on progress trackers
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> ✓ Alignment of assessment and standardised testing – Create and Implement Trust Primary Guidance for assessment ✓ Insight support with Data Analysis and platform ✓ RSL conferences undertaken termly with Raising standards leads. ✓ SMARTGRADE -ark maths diagnostic tool Standardised termly assessments across Y1-Y6 for Reading, SPaG and maths 	<p>Diagnostic Assessment Tool.pdf</p>	<p>1, 2, 3, 6, 8</p>
<p>Leadership capacity allocated to driving equity of access to excellent teaching:</p> <ul style="list-style-type: none"> ✓ School visits from Chief of Learning to support monitoring of T&L ✓ School support visits from Directors with school specific focus: <ul style="list-style-type: none"> ○ Director of SEN ○ Director of Maths and PP lead ○ Director of Reading ✓ Executive Headteacher strategic support ✓ Chief of QA visits – Health check / safeguarding / progress board 	<p>Effective Professional Development EEF</p>	<p>1, 2, 3, 6</p>
<p>Implement teaching and learning platform/resources to support teacher development:</p> <ul style="list-style-type: none"> ✓ Access to WalkThru for personalised CPD to school priority and personalised next steps. ✓ Pulse checker implemented as ‘typicality monitoring tool’ ✓ Implementation of Pocket Ped sessions. ✓ Implementation of Steplab – CPD support, network meetings, Trust support 	<p>EEF Effective professional development</p>	<p>2, 3, 6, 8</p>

<p>Access to Professional Learning opportunities:</p> <ul style="list-style-type: none"> ✓ Agile appraisal and coaching across the school. ✓ Opportunities for staff to attend IoT training sessions to support leadership aspirations and capacity. ✓ Access to NPQ and apprentices – cover support ✓ Half termly network meeting opportunities for: <ul style="list-style-type: none"> ○ Reading ○ Maths ○ SEND ○ Attendance 	<p>EEF Effective Professional Development</p>	<p>2, 3, 4, 6, 8</p>
<p>Transition to PedTech to support pedagogical approaches:</p> <ul style="list-style-type: none"> ✓ Purchase of iPads for all teachers and pupils. ✓ CPD for Digital Leader representative ✓ Trust CPD events and support from Showbie team ✓ Showbie accounts purchased and disseminated to support dual coding/modelling etc 	<p>EdTech interventions for disadvantaged pupils EEF</p> <p>EEF Digital Technology Summary of Recommendations.pdf</p>	<p>1, 2, 6</p>
<p>Leadership in class support/coaching and intervention</p> <ul style="list-style-type: none"> ✓ Targeted Intervention based on data analysis of outcomes ✓ Pulsecheck analysis coaching 	<p>EEF Effective Professional Development</p>	<p>2, 3, 4, 6, 8</p>
<p>Leadership of curriculum areas improves through support/coaching and intervention</p> <ul style="list-style-type: none"> ✓ Middle leader development coaching ✓ Monitoring and QA alongside middle leaders 	<p>EEF Effective Professional Development</p>	<p>2, 3, 4, 6, 8</p>
<p>Tailored CPD with a focus on consistency and accuracy of diagnostic assessment strategies</p> <ul style="list-style-type: none"> ✓ Teaching and learning toolkit ✓ Steplab coaching ✓ CPD for teachers and teaching assistants ✓ Walkthru coaching 	<p>EEF Effective Professional Development</p>	<p>2, 3, 4, 6, 8</p>
<p>Purchase of appropriate texts to support children who are accessing phonics in KS2:</p> <ul style="list-style-type: none"> ✓ Purchase of phonic and decodable texts ✓ CPD for KS2 teachers and TAs in phonics ✓ SENDCO Conference and networking 	<p>Building an outstanding reading school</p> <p>EEF Phonics Teaching and Learning toolkit</p>	<p>2, 8</p>
<p>Teachers and support staff acquire professional understanding and skills in order to develop and plan for maximising communication and language:</p> <ul style="list-style-type: none"> ✓ CPD from Speech and Language Therapist ✓ CPD and coaching from Let's verbalise SALT ✓ Specialist SALT TA coaching in SALT interventions 	<p>EEF Improving literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>Voice 21 Oracy across the curriculum</p>	<p>1, 3, 6</p>

<p>Teachers and support staff acquire the professional understanding and skills to develop pupils' phonological knowledge through a consistent approach and fidelity to our chosen programme:</p> <ul style="list-style-type: none"> ✓ CPD for KS2 teachers and TAs in phonics ✓ Subscription to RWI programme and ongoing support from RWI consultant ✓ Reading leader coaching weekly ✓ Purchase of additional RWI resources 	<p>EEF Improving literacy in KS1 EEF Improving Literacy in KS2 EEF Preparing for Literacy</p>	1, 2, 6, 8
<p>Teachers and support staff acquire the professional understanding and skills to develop pupils' self-regulation strategies through our embedded culture, our consistent implementation of our policy in school and a well-chosen curriculum</p> <ul style="list-style-type: none"> ✓ Purchase of Boxall profile ✓ Thrive training for practitioners termly to remain licensed ✓ 3 x Learning mentors provide daily support and intervention ✓ Oak Hub SEND resource base resources for intervention and support 	<p>Improving Social and Emotional Learning in Primary Schools</p>	4, 5, 6, 7
<p>Teachers to work alongside the Inclusion team and parents to promote good attendance</p> <ul style="list-style-type: none"> ✓ School EWO provides support to families and individual children to increase attendance ✓ Attendance conference half termly CPD ✓ Implementation of attendance rewards and incentives 	<p>Supporting School Attendance - Reflection and Planning Tool - EEF</p>	4, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic intervention for small group and 1-1 in addition to taught sessions	EEF – Preparing for literacy EYFS, Improving literacy in KS1	1, 2, 6
Thrive, TISUK and other interventions for small group and 1-1 in addition to consistent classroom practice	EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools	6, 7
Speech and language intervention for small groups and 1-1	EEF – Preparing for literacy EYFS, Improving literacy in KS1	1, 2, 3,
Targeted intervention in UKS2 for Reading, Writing and Maths		1, 3,
Tutoring small groups and 1:1 for Y6 children in Reading, Writing and Maths		1, 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership capacity allocated to support with graduated response to behaviour and attendance: <ul style="list-style-type: none"> ✓ Chief of inclusion school support ✓ Director of SEN support ✓ Trust primary sharing panel introduced 	Effective Professional Development EEF	2, 4, 6, 7
Access to Attendance platforms to support identification of children and analysis of attendance data: <ul style="list-style-type: none"> ✓ A-Star attendance purchased and implemented ✓ SOL attendance purchased and implemented ✓ CPD opportunities and Networking as part of Trust centralised offer 	Supporting School Attendance - Reflection and Planning Tool - EEF	4, 6
Purchasing and use of transportation to support off-site visits/experiences	Supporting School Attendance - Reflection and Planning Tool - EEF	5
Additional opportunities/support commissioned by the Trust for wider opportunities <ul style="list-style-type: none"> ✓ School support from Director of Belonging ✓ Experiences commissioned by Trust to schools to enhance the school level wider opportunities offer. <ul style="list-style-type: none"> ○ Beyond the 4 walls ○ Residential visits ○ Outward Bound 	Supporting School Attendance - Reflection and Planning Tool - EEF	5
SEN resources / support: <ul style="list-style-type: none"> ✓ Evaluate my school analysis and review of school and Trust level provision ✓ Provision Map purchased and implemented ✓ Clicker access for children ✓ Step Forward psychology sessions ✓ Fusion support ✓ Let's verbalise 	SEND in Mainstream Schools	2, 6
Embedding of Jigsaw (PSHE) curriculum across school to include contextual safeguarding	Supporting School Attendance - Reflection and Planning Tool - EEF	5, 6
Magic Breakfast and Free Breakfast provision to support children and families	Magic Breakfast and EEF	4, 5, 6, 8
Children's university extra-curricular activities and offering wide range of after school clubs for children	Children's University EEF	5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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
RWI	Ruth Miskin
Dyslexia Gold	Engaging Eyes LTD
Boxall profiles	Nurture UK
Ark Maths	Ark Curriculum Plus
Jane Considine English	JANE CONSIDINE

Service pupil premium funding (N/A)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.