Pupil Premium Strategy Statement

Meadowhead Community Infant School and Nursery

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	157
Proportion (%) of pupil premium eligible pupils	42%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	James Waddington
Pupil premium lead	Jen Strahan Naomi Aspinall
Governor / Trustee lead	Natalie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,585
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*	£88,585

Part A: Pupil premium strategy plan

Statement of intent

School Demographic and Objectives

Meadowhead Infant School is situated in an area of very high social and economic deprivation across three different housing estates. The school is two form entry with a nursery provision of 30 hours or 15 hours depending upon circumstance. The Nursery is housed in a separate building which provides high education for 52 children pro-rota. The school has 82% of children living in the bottom 20% of deprivation and 40% living in the bottom 5% of deprivation (a - Multiple Deprivation & School Census January 2025.) The majority of children are eligible for FSM.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF identifies our common barriers to learning for disadvantaged children in our school to be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is central to our approach, with targeted support in the areas where disadvantaged pupils need it most. This strategy is proven to have the greatest impact on reducing the attainment gap, while also improving outcomes for non-disadvantaged pupils. Our intended outcomes reflect our commitment to ensuring that the attainment of non-disadvantaged pupils is maintained and continues to improve alongside the progress made by their disadvantaged peers.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils through high quality teaching
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We act early to intervene at the point need is identified
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Weak language skills leading to poor writing data at KS1

Children come into school with well-below average oracy skills. Baseline Wellcomm assessments show that children enter Nursery and Reception with underdeveloped oral language skills and vocabulary that is significantly below age related expectations.

Data analysis – Wellcomm October 2025
<table>
<tr><td></td><td></td><td>Age Expected</td><td>1 below</td><td>2 below</td><td>3 below</td><td>4 below</td><td>5 + below</td></tr>
<tr><td>Nursery</td><td>% Pupils</td><td>48%</td><td>14%</td><td>10%</td><td>14%</td><td>0%</td><td>14%</td></tr>
<tr><td>Reception</td><td>% Pupils</td><td>27%</td><td>29%</td><td>12%</td><td>15%</td><td>7%</td><td>10%</td></tr>
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</td></tr>
<tr><td>2</td><td>Phonics and Early Reading

A significant proportion of our disadvantaged pupils begin school with lower levels of language development, phonological awareness, and early reading readiness than their peers. This gap becomes evident in early assessments and is reflected in lower outcomes in phonics screening and end of KS1 reading data. Without targeted, high-quality support, these early gaps risk widening over time, limiting pupils' access to the curriculum and reducing their long-term attainment.

Closing the gap in phonics and early reading is therefore a key priority. Strengthening early reading provision—through systematic, high-quality phonics teaching and targeted intervention—is essential not only for accelerating the progress of disadvantaged pupils, but also for raising attainment across the whole cohort.</td></tr>
<tr><td>3</td><td>Pupil Wellbeing Co-Ordinator

A growing number of disadvantaged pupils are presenting with social, emotional, and mental health needs that affect their readiness to learn and their ability to</td></tr>
</table>

	engage positively in school. Many families also require early help support, yet face barriers in accessing external services. Without timely and coordinated support, these challenges can escalate, resulting in reduced attendance, lower engagement, and poorer academic outcomes. Establishing a Pupil Wellbeing Coordinator is therefore essential. This role would enable proactive identification of need, targeted early help, and consistent pastoral support—improving stability, attendance, and wellbeing for disadvantaged pupils and, in turn, supporting stronger educational outcomes for all.
4	**Improving Attendance** Attendance data from the last academic year shows that the attendance of disadvantaged pupils (93.4%) is significantly below the national average. Persistent absence among disadvantaged pupils is also high at 22.73%. These levels of absence present a substantial barrier to learning, limiting pupils' access to high-quality teaching and reducing their ability to make sustained progress. Improving attendance for disadvantaged pupils is therefore a key challenge. Without targeted and proactive intervention, the gap in attendance—and the associated attainment gap—will continue to widen. Strengthened attendance systems, early identification of concerns, and enhanced support for families are essential to ensure that disadvantaged pupils attend regularly and can fully engage with their learning.
5	**Enrichment Opportunities** Disadvantaged pupils face financial and practical barriers that limit their participation in enrichment activities such as trips, clubs, sports, and wider personal development opportunities. Without equitable access, gaps in cultural capital, confidence, and aspiration widen, impacting engagement and long-term attainment. The school needs additional support to ensure disadvantaged pupils can access the same high-quality enrichment experiences as their peers.

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 children's language and vocabulary skills among disadvantaged pupils enabling them to reach the expected standard in writing at KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS1 writing outcomes in 2027-2028 show that more than 50% of disadvantaged pupils met the expected standard.
To maintain high standards in the teaching of phonics and early reading to ensure children achieve age related expectations.	Phonic Screening Data in 2027-2028 shows a reduced gap between disadvantaged pupils and all pupils. KS1 Reading outcomes in 2027-2028 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of pupil wellbeing by 2027/28 demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations • Strong links with families are established and timely Early Help is offered • high parental engagement in school events and supporting with their child's education at home • significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall attendance for all pupils is largely in line with national figures. • the percentage of all pupils who are persistently absent is significantly reduced and follows national trends.
To provide children with a variety of enrichment opportunities allowing them to experience a broad and balanced curriculum.	All children take part in school trips and wider school enrichment activities irrelevant of expense or barriers they face A greater number of pupil premium children attend Breakfast and access extra-curricular opportunities.

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: *£39,472*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access a range of CPD opportunities to further embed Quality First Teaching strategies.	All evidence suggests that quality first teaching is the most important factor in improving pupil progress and attainment. Ensuring every teacher is supported in delivering high quality teaching is essential overcome barriers to learning, especially for our most disadvantaged pupils. Evidence EEF High Quality Teaching	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Evidence Phonics | Teaching and Learning Toolkit | EEF	2
Purchase of and engage with DBE school improvement package to strengthen the strategic leadership of the school.	School Improvement Teams provide independent, evidence-based perspectives on teaching, learning, leadership, and governance. External scrutiny helps identify strengths and areas for development that may not be visible internally. Research by Ofsted and the Education Endowment Foundation (EEF) highlights that schools that engage in structured external reviews are better able to target improvement actions effectively. Evidence	1, 2, 3, 4, 5

	School improvement effective school partnerships EEF Implementation Guidance Report	
Purchase and implementation of a whole school handwriting programme	Handwriting fluency is a key predictor of writing quality. When letter formation is automatic, pupils can focus their cognitive resources on composing, structuring, and editing their work, rather than on the physical act of writing. Research shows that explicit handwriting instruction in early primary years improves legibility, writing speed, spelling, and overall composition quality. Developing these skills early supports long-term literacy outcomes and ensures pupils can express ideas effectively across all writing tasks. Evidence DfE The Writing Framework July 2025	1
Improve the quality of social and emotional learning. Nurture principles will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Evidence Improving Social and Emotional Learning in Primary Schools | EEF	1, 2, 3, 4, 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our SSP, Little Wandle.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Evidence Phonics | Teaching and Learning Toolkit | EEF	1, 2
Staff deliver high quality oral language interventions across EYFS.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Evidence Oral language interventions | Teaching and Learning Toolkit | EEF	1, 2
One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Teaching assistants can improve pupil outcomes most effectively when trained to deliver structured interventions to small groups or individuals. General classroom support by TAs does not significantly impact progress. TA support should supplement high-quality teaching, and investment in TA professional development is a cost-effective way to boost targeted pupil outcomes. Evidence Teaching Assistant Intervention EEF Teaching and Learning Toolkit	1, 2, 3

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

Budgeted cost: £24,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of a Pupil Well-Being Co-ordinator to support and manage all aspects of safeguarding and multi-agency working.	Disadvantaged pupils are more likely to experience social, emotional, and mental health challenges, which can affect attendance, engagement, and attainment. Research shows that school-based wellbeing roles—such as a Pupil Wellbeing Coordinator—support early identification of needs, provide targeted interventions, strengthen school connectedness, and improve access to external services. This role is particularly effective in reducing barriers for vulnerable pupils, enhancing resilience, and allowing teachers to focus on high-quality instruction. Evidence HM Government Promoting children and young people's mental health and wellbeing	3
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
To ensure good attendance from disadvantaged pupils by offering a heavily subsidised Breakfast Club	Breakfast clubs provide children—particularly those from disadvantaged backgrounds—with a nutritious start to the day, improving concentration, readiness to learn, and overall wellbeing. They also support social interaction, emotional wellbeing, punctuality, and	3, 4, 5

	improved attendance**,** while offering practical support to families. Evidence Breakfast Clubs work their magic in disadvantaged English Schools	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £*88,585*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- External data shows children achieving broadly in line with National figures from very low starting points. Phonics Screening Check Pass – 74% with the gap between disadvantaged and all pupils reduced to just a difference of 1.6%.
- Through monitoring, Pupil Premium leads, subject leads and class teachers know the needs of their disadvantaged pupils and have planned accordingly throughout the academic year 2024-25 (This can be ratified via internal assessment systems/pupil progress meeting records and termly provision maps).
- Disadvantaged pupils have been fully engaged in a wide range of trips and experiences to develop their Cultural Capital and bring the curriculum to life – see website, social media and termly HT report to Governors.
- Disadvantaged pupils have been targeted for extra-curricular activities (choir, sport's club etc) to widen their opportunities and are represented across Pupil Leadership Teams – Eco Team, School Council, Attendance Heroes.
- Disadvantaged pupils have accessed daily Breakfast Club which is funded to ensure a good start to the day.
- Some families have engaged with an Early Help Plan and have accessed support from a wide variety of external agencies including Family Support Workers and Mental Health in Schools Team. In addition, household items and food parcels have been sought to ensure all essential home items are available.
- Attendance of disadvantaged pupils is greater than non-pupil premium (93.43% compared to 93.35%). This was a result of a range of incentives such as hot spot days, golden tickets, weekly class attendance winner. The attendance officer worked closely with key families offering help in improving attendance.
- Hannon principles and LaunchPad for Literacy toolkit have been embedded in the EYFS and as a result children language and vocabulary have developed. In KS1 Talk for Writing was used as the main tool to support children's oral rehearsal of texts.