

Pupil premium strategy statement This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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	Meadowhead Community Junior School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Christopher Dugdale
Pupil premium lead	Rachel Blackledge
Governor / Trustee lead	Natalie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,120
Recovery premium funding allocation this academic year	£ 5,510
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	£218,630

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world. To enable the pupils to have aspiration for their future.

Our Context:

The school serves a community with notable socio-economic challenges. Approximately 63% of pupils are classified as disadvantaged, significantly higher than both the local authority (30.9%) and national averages (28.7%). Additionally, the school has a high proportion of pupils requiring special educational needs (SEN) support at 29%, compared to 17.2% locally and 15.6% nationally.

Ethnic diversity in the school is lower than local levels, with 11% of pupils from Black, Asian, or minority ethnic backgrounds, below the local authority's 52.9% average. Similarly, 20% of pupils speak English as an additional language (EAL), also lower than the local rate of 45.1%.

This profile highlights that the school is working with a predominantly disadvantaged and high-need pupil base in terms of both socio-economic status and educational support, positioning it within a particularly demanding demographic context.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.

- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development.

The above strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	High Levels of Disadvantage: With 63% of pupils classified as disadvantaged, the school's demographic presents unique challenges, including addressing economic barriers to learning, supporting families with limited resources, and providing additional pastoral care
2	High SEN Support Needs: The school has a significantly elevated proportion of pupils requiring SEN support (29%) compared to local (17.2%) and national averages. This impacts classroom resources, teacher attention, and specialised support, as staff need to cater to diverse learning and behavioural needs
3	Lower-than-Average Academic Achievement: Attainment levels in core subjects (Reading, Writing, and Maths) fall below national and local averages, particularly at the expected standards and higher standards. Addressing this gap requires targeted interventions, curriculum adjustments, and additional academic support
4	Approximately 22% of the Pupil Premium pupils are on the SEND register. Of those, around 12% have needs specifically related to emotional difficulties, including low self-esteem, confidence issues, and emotionally-based school avoidance.

5	<p>Overall Absence Rate: The school has an overall absence rate of 6.7%, which is higher than the local authority's average of 4.61%.</p> <p>Persistent Absenteeism: Persistent absenteeism is particularly notable, with 25.6% of pupils in the school classified as persistently absent, compared to the local authority average of 19.81%.</p> <p>Severe Absenteeism: The school also reports a severe absentee rate of 0.83%, which is above the local average of 0.43%.</p>
6	<p>Language Barriers: Although the proportion of pupils with English as an additional language (EAL) is lower than the local authority average, school has a growing number of EAL pupils entering school through in-year admissions, many of whom speak little to no English.</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
To accelerate progress of Pupil Premium children in all core curriculum areas so that it is at least in-line with Non P.P. children.	End of KS2 data shows at least good progress for the end of KS1 data in all core curriculum areas leading to an upward trend and improved attainment data.
To improve the progress and attainment of more able Pupil Premium children.	Attainment and progress gap between P.P. and Non P.P. to narrow at Greater Depth. Pupil data from the end of KS2 shows an upward trend of P.P. pupils achieving a Greater Depth standard.
All pupils to leave school as competent and confident readers.	All children are able access the wider curriculum effectively through reading. Children are making at least good progress from starting points shown in end of KS1 data. The bottom 20% of readers make accelerated progress.
Improved attendance data including a decrease in percentage of persistent absences.	Attendance data will be at least in-line with the national average data.
The mental health, wellbeing and the resilience of all pupils will be improved.	Children will have access to a range of appropriate resources to support their particular needs including both internal and external professionals.
Improved parental engagement and support.	Good uptake on parental workshops and Parents' Evenings. Greater engagement from parents and carers in their child's education. Increase in children's home reading leading to children being confident, fluent and skilled readers by the time they leave primary school giving them an excellent foundation for secondary school.

<p>Children's vocabulary range will be developed through speaking and listening, reading and writing.</p>	<p>Children will display competent speaking and listening skills; children will be able to effectively access the wider curriculum; children's reading comprehension and stamina will be improved and writing will show a wider range of interesting effective vocabulary.</p> <p>EAL pupils' skills in English will improve and outcomes will be broadly in line with their non-EAL counterparts.</p>
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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: £97390.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed <i>Restorative Thinking</i> practices across the school to enhance behaviour management and social-emotional learning among pupils, aligning with EEF's recommendations</p>	<p>The EEF supports Restorative Thinking as a behaviour strategy through evidence on social and emotional learning (SEL), behaviour interventions, and ongoing professional development. SEL and restorative practices foster empathy and self-regulation, while behaviour interventions address root causes over punishment. Regular staff training ensures consistency and sustainability, aligning well with EEF's recommendations for effective school behaviour frameworks</p> <p>Following a review of the learning from the previous years work with the Behaviour Hub, the school has worked to bring about 'Restorative Thinking' to be the foundation to the school's behaviour strategy. Staff have termly training that embeds restorative approaches to conflict and behaviour crisis.</p>	<p>1,2,3,4,5,6</p>
<p>To implement PIVATS for targeted assessment and intervention, supporting individualised learning paths and tracking small-step progress in core skills among Year 3 pupils and other pupils working below age-related expectations.</p>	<p>The Education Endowment Foundation (EEF) emphasises that targeted assessment tools, such as PIVATS, support small-step progress tracking in essential skills like reading, writing, and maths, which is especially valuable for pupils below age-related expectations due to the pandemic. This approach aligns with EEF's focus on individualised learning and tailored interventions to improve educational outcomes. For further insights, please refer to the EEF's promising programs at EEF Promising Programmes.</p> <p>The new Year 3 intake has many children currently working at a level much lower than their chronological age, including below KS1 standard. PIVATS allow schools to track smaller steps of progress and can be used to assess speaking and listening skills, as well as reading, writing and maths. Given the aftermath of the pandemic and associated lockdowns, PIVATS is also a valuable tool for children further up the school who are working at a much lower level than their chronological age.</p>	<p>1, 2</p>

<p>To enhance oral language skills in young learners and pupils with language needs by implementing the Welcomm Speech and Language assessments and interventions, as recommended by the EEF.</p>	<p>The EEF's <i>Teaching and Learning Toolkit</i> highlights that oral language interventions, like Welcomm Speech and Language assessments, can significantly benefit pupils by enhancing vocabulary, expressive language, and comprehension. These targeted interventions are particularly effective for young learners and those with identified language needs, offering an average of +6 months progress in language development when implemented with fidelity. For further details, see the EEF's findings on oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p> <p>Welcomm Speech and Language assessments, and intervention package has been purchased, along with CPD to support assessment delivering and then subsequent intervention training.</p>	<p>1, 2, 3</p>
<p>To enhance pupils' engagement and skill in recording written work by implementing Clicker 8 as a digital supplement, in alignment with EEF recommendations to accelerate learning through digital tools.</p>	<p>The EEF's <i>Teaching and Learning Toolkit</i> reports that integrating digital technology into lessons can accelerate learning by approximately +4 months over an academic year, particularly when used to enhance, rather than substitute, traditional teaching methods. This approach supports improved engagement and understanding by complementing direct teacher-pupil interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions</p> <p>At Meadowhead Junior school, due to a variety of factors, many of our children struggle to record work in writing. In order to supplement their written work and develop the skill of recording writing, school has purchased Cliker 8. All staff will receive training in its use.</p>	<p>1, 2, 3</p>
<p>To consolidate pupils' understanding of grapheme-phoneme correspondence in KS2 by incorporating</p>	<p>The EEF document, 'Improving Literacy in KS2' states, "Most children learn how to decode words in Reception and Key Stage 1. However, pupils are likely to continue to benefit from some phonics work in Key Stage 2 to consolidate their understanding of grapheme-phoneme correspondence.</p>	<p>1, 2, 6</p>

<p>targeted phonics sessions, ensuring all pupils have a solid foundation in decoding skills as recommended by the EEF.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>To improve literacy outcomes for Pupil Premium pupils in KS2 by implementing the Literacy Counts program, focusing on reading comprehension, fluency, and oral language development in alignment with EEF recommendations</p>	<p>To enhance literacy outcomes for our Pupil Premium pupils, we are implementing the <i>Literacy Counts</i> program, grounded in the evidence provided by the Education Endowment Foundation (EEF). According to the EEF's <i>Improving Literacy in Key Stage 2</i> guidance, effective literacy interventions focus on key areas such as reading comprehension, fluency, and oral language skills, with structured, tiered approaches yielding the most significant improvements. <i>Literacy Counts</i> will be integrated to build foundational language skills and reading comprehension through targeted, small-group interventions and high-quality classroom practices. This strategy will be supplemented by ongoing professional development for staff, ensuring consistent, impactful delivery across classrooms.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=literacy</p>	<p>1, 2, 3 & 6</p>
<p>To enhance pupil focus and information processing by creating calm, structured, and minimally distracting classroom environments,</p>	<p>As part of our commitment to creating an optimal learning environment for all pupils, we have focused on reducing cognitive clutter and fostering consistent, calm classroom settings. This approach, supported by evidence from the EEF, emphasises minimising unnecessary cognitive demands, allowing pupils to concentrate better and process information more effectively. By reducing distractions and creating structured spaces, we aim to lower cognitive load and support improved attention and learning outcomes,</p>	<p>2, 4, 5, 6</p>

<p>reducing cognitive clutter in alignment with EEF guidelines.</p>	<p>particularly for those who benefit from clear, simplified environments. https://educationendowmentfoundation.org.uk/news/eeef-blog-cognitive-clutter-and-better-understanding-barriers-to-learning</p>	
<p>To improve academic outcomes by implementing a mastery learning approach, enabling pupils to achieve a strong understanding of key concepts before progressing, in line with EEF’s findings on mastery learning’s effectiveness.</p>	<p>Evidence from the EEF suggests that a mastery approach to learning has an impact of +5 months across the academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Maths Circle £262 Red Rose Maths £1183 Red Rose Maths books £1974 Twilight £790 Supply £2,800</p>	<p>1, 4</p>
<p>To enhance reading engagement, fluency, and comprehension across Meadowhead Juniors by implementing the Accelerated Reader program, building on insights from similar schools and EEF recommendation.</p>	<p>Following extensive research, Meadowhead Juniors has adopted the Accelerated Reader program to enhance reading engagement and progress. Senior leaders conducted visits to similar schools that reported successful outcomes using Accelerated Reader, observing its positive impact on reading fluency and comprehension. The decision aligns with findings from the Education Endowment Foundation (EEF), which highlights Accelerated Reader as an effective tool for improving reading skills, particularly in schools with comparable demographics. The EEF’s <i>Accelerated Reader Effectiveness Trial</i> showed potential for significant progress when used within structured reading programs. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial?utm_source=/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=accelera</p>	<p>1, 2, 4, 5, 6</p>
<p>To enhance social, emotional, and mental health (SEMH) readiness for learning, particularly for</p>	<p>To support pupils with social, emotional, and mental health (SEMH) needs—particularly boys—the school has implemented regular check-ins with the nurture lead. This approach is designed to assess and enhance readiness for learning, especially for those pupils who currently face barriers in this area. The strategy is aligned</p>	<p>1, 2, 3, 4</p>

<p>boys, through regular check-ins with the nurture lead, supporting engagement and foundational learning readiness.</p>	<p>with insights from the EEF, which underscores the importance of nurturing programs and tailored support for boys’ social and emotional development. Programs like these are shown to promote engagement and foundational readiness, laying groundwork for successful learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/boys-development-programme-2023-24-trial?utm_source=/projects-and-evaluation/projects/boys-development-programme-2023-24-trial&utm_medium=search&utm_campaign=site_search&search_term=nurture</p>	
<p>To enhance pupils' academic achievement and social-emotional development through structured music tuition, aligning with EEF’s evidence on the benefits of arts participation.</p>	<p>All pupils at our school receive musical tuition as part of their music curriculum through Junior Jam, supporting a well-rounded arts education. Evidence from the EEF highlights that arts participation, including music, can positively impact academic achievement and social-emotional development, providing an average of +3 months additional progress. Integrating music tuition into our curriculum aligns with the EEF’s findings, supporting both academic and personal growth for all pupils.</p>	<p>1, 4, 5, 6</p>
<p>To raise pupil attainment across all subjects by enhancing teaching quality through targeted professional development, with a particular focus on supporting disadvantaged pupils.</p>	<p>Our school is committed to ensuring every teacher is supported in delivering high-quality teaching, recognising it as the most significant factor in raising pupil attainment. According to the EEF, “great teaching is the most important lever schools have to improve pupil attainment,” and this is especially crucial for supporting disadvantaged pupils. We prioritise ongoing professional development and evidence-based practices to empower teachers, enabling them to provide the most effective learning experiences for all pupils. For further insight, refer to the EEF’s guidance on High-Quality Teaching.</p>	<p>1, 2, 3, 6</p>

<p>To ensure all pupils, including those with Special Educational Needs (SEN), have access to high-quality teaching and targeted support, in alignment with EEF guidance.</p> <p>Led by Kate Taylor LASI - Lynsey Austen School Improvement</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020,</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67, 768

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Specialist Teacher has been employed 1.5 days a week to support in high quality interventions.</i></p>	<p>To enhance support for targeted pupil needs, our school has employed a specialist teacher for 1.5 days per week to deliver high-quality interventions. This aligns with EEF’s guidance, which emphasises that effective, targeted support from experienced staff can positively impact pupil aspirations and attainment. By focusing on structured intervention sessions, we aim to support pupils in overcoming specific learning challenges, particularly for those who benefit from consistent, high-quality instructional support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventio</p>	<p>1, 2, 3</p>
<p>To strengthen decoding, blending, and phonemic awareness skills for targeted Year 3 and 4 pupils needing additional phonics support.</p>	<p>Phonics interventions are an essential component of literacy development, particularly for pupils in Year 3 and 4 who require additional support. According to the EEF, phonics instruction is a highly effective approach to improving early reading skills, with an average impact of +5 months’ progress over an academic year. The structured, systematic nature of phonics enables children to master decoding, blending, and phonemic awareness, which are foundational for reading fluency.</p> <p>Our phonics intervention for targeted Year 3 and 4 pupils is designed to provide explicit, interactive instruction in phoneme recognition and blending. The program uses engaging activities, such as <i>Sound and Blend Bingo</i>, to reinforce phonics skills through repetition and hands-on practice, supporting the EEF’s finding that multi-sensory, focused interventions accelerate reading progress. This evidence-informed approach not only strengthens decoding skills but also builds confidence and engagement in reading for those who benefit from targeted phonics reinforcement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 6</p>
<p>To provide swift,</p>	<p>Evidence from the EEF suggests that 1:1 tuition has an impact of +5 months across the academic year, particularly when the tuition is linked to lesson objectives currently being worked on in class.</p>	<p>1, 2, 3, 6</p>

<p>focused 1:1 interventions that address specific skill gaps identified within the lesson.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Children who have not fully understood a learning objective within a lesson are given short, targeted interventions in the afternoon to ensure that any gaps which appeared within the morning lesson are quickly identified and closed before the next lesson. Interventions are typically 5-10 minutes long which ensures children are not taken out of wider curriculum activities for too long.</p>	
<p>To improve language skills in pupils with speech, language, and communication needs (SLCN) using the Lingo evidence-based approach, fostering skills that are foundational to academic success and overall well-being.</p>	<p>By the end of the academic year, 90% of pupils participating in Lingo interventions will demonstrate measurable improvement in spoken language skills, as assessed by progress in vocabulary, sentence structure, and expressive language assessments.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Targeted Intervention Sessions: Conduct Lingo sessions weekly in small groups, led by experienced staff, with each session tailored to address specific language development goals. 2. Progress Monitoring: Use baseline and follow-up assessments to track vocabulary acquisition, sentence structure, and expressive language progress every term, aligning with EEF's structured intervention approach. 3. Training for Staff: Ensure all intervention leaders complete Lingo-specific training to deliver the program consistently and effectively, supporting high-quality, structured intervention. 4. Parental Engagement: Share termly updates with parents and offer guidance on home-based language activities to reinforce skills outside school. 	<p>1, 2, 3, 6</p>
<p>To raise standards in reading, writing, and maths across all year groups by implementing targeted CPD in the Little Wandle program, supplemented by 1:1 tuition to support disadvantaged pupils.</p>	<p>Standards in Reading, writing and maths are low in every year group and for all groups of pupils. Outcomes are below those found nationally.</p> <p>To develop staff CPD through the continuation of Little Wandle via whole school training days & development days. Disadvantaged including every child on the programme to have books that they can take home and keep, approximately every week. For KS2 children to have access to the Little Wandle intervention scheme.</p> <p>Evidence from the EEF suggests that 1:1 tuition (including reading) has an impact of +5 months in primary schools across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 6</p>

<p>To improve reading skills and foster a habit of regular reading among disadvantaged pupils through 1:1 tuition, addressing gaps due to limited access to books and reading opportunities outside of school.</p>	<p>Evidence from the EEF suggests that 1:1 tuition (including reading) has an impact of +5 months in primary schools across the academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>At Meadowhead Junior School, we are aware that many of our children – particularly our disadvantaged children – do not read regularly at home and generally do not have access to books outside of school.</p>	<p>1, 2, 3, 6</p>
<p>To facilitate a smooth transition for pupils moving from Year 2 (Key Stage 1) to Year 3 (Key Stage 2) by implementing a bridging unit that reinforces foundational skills, fosters independence, and supports emotional and social adjustments in alignment with EEF recommendations.</p>	<p>The Education Endowment Foundation (EEF) supports using bridging units to help pupils transition smoothly between school stages, like moving from Year 2 to Year 3. Here's their focus:</p> <ol style="list-style-type: none"> 1. Build on What Pupils Already Know: Bridging units help pupils review past learning, building confidence for the new class. 2. Focus on Key Skills: Strengthening reading, writing, and math helps pupils handle more complex topics ahead. 3. Early Support and Assessments: Assessing pupils early allows teachers to identify gaps and tailor the bridging unit to meet individual needs. 4. Involve Parents: The EEF values keeping parents informed, so they can support their child's learning at home. 5. Support for Emotions and Social Skills: Bridging units should also help pupils feel comfortable in a new setting by encouraging positive relationships with teachers and classmates. 	
<p>To improve pupil learning outcomes by utilising individualised instruction informed by digital feedback from</p>	<p>Evidence from the EEF suggests that individualised instruction has an impact of +4 months in primary schools across the academic year. This figure increases to +6 months when feedback from digital technology is incorporated into developing individualised instruction. In school, we use PIRA, PUMA and GAPS assessments to identify gaps in children's knowledge and understanding. The assessments include immediate digital feedback which directs teachers towards where children's gaps are and provide guidance on how to plug them.</p>	<p>2, 3</p>

<p>PIRA, PUMA, and GAPS assessments, addressing specific gaps in knowledge.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>To enhance academic performance, behaviour, and self-regulation among targeted disadvantaged pupils through a structured nurture group and metacognition training, aligned with EEF guidance.</p>	<p>A nurture group for targeted disadvantaged children. EEF evidence suggest that nurture groups can produce larger improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Metacognition training EEF research shows that developing and training pupils with metacognition strategies especially those that are disadvantaged has a positive impact on learning across the curriculum. The EEF research states that metacognition and self-regulation has very impact for very low cost this from extensive evidence.</p>	<p>1, 3, 4, 5</p>
<p>To enhance the learning outcomes for pupils in <i>The Meadow</i> who are eligible for Pupil Premium Grant (PPG) support and have significant cognitive and learning needs by implementing an evidence-based SEND intervention.</p>	<p>The Meadow will focus on delivering targeted, individualised support based on cognitive and learning needs, grounded in evidence from the EEF. Research suggests that tailored, structured interventions have a positive impact, especially for learners with complex needs. This intervention will focus on:</p> <ol style="list-style-type: none"> 1. Personalised Learning Plans: Each pupil will have an individualised plan with targeted goals addressing specific learning challenges in literacy, numeracy, and functional skills. 2. Small Group and 1:1 Support: Pupils will receive small group and 1:1 support to ensure focused attention, utilising proven strategies to support memory, processing, and foundational skill-building. 3. Digital Feedback and Progress Monitoring: Tools like Clicker 8, PIVATs and regular PIRA, PUMA, and GAPS assessments will be used to provide immediate digital feedback, enabling teachers to track progress closely and adapt interventions to pupil needs, a strategy shown to add +6 months of progress according to EEF evidence. 4. Metacognition and Self-Regulation Strategies: Regular sessions on metacognitive strategies and self-regulation will be embedded to help pupils gain confidence and improve their ability to monitor and adapt their own learning processes. EEF research highlights the value of metacognition training, especially for disadvantaged and complex learners, as a low-cost, high-impact approach. 5. Parental Engagement and Communication: Monthly reports will be shared with parents to support learning continuity at home, fostering a team approach to pupil progress. <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>

To enhance the language skills of SEND and EAL pupils.		

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

Budgeted cost: £72,593

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Nurture Group</i>	<p>A nurture group for targeted disadvantaged children. EEF evidence suggest that nurture groups can produce larger improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Metacognition training EEF research shows that developing and training pupils with metacognition strategies especially those that are disadvantaged has a positive impact on learning across the curriculum. The EEF research states that metacognition and self-regulation has very impact for very low cost this from extensive evidence.</p>	4,5,6
<i>Pupil Wellbeing Co-ordinator</i>	The Education Endowment Foundation (EEF) emphasises the importance of strong school-family relationships, particularly for disadvantaged families, to improve attendance, behaviour, and academic outcomes. According to the EEF's guidance, positive relationships between schools and families can boost engagement and provide	1, 2, 3, 4, 5, 6

	<p>crucial support for pupils facing socio-economic challenges. This engagement can lead to better attendance, improved behaviour, and higher academic performance, especially when tailored support is provided to address specific family needs.</p> <p>For further reference, see the EEF’s toolkit on Parental Engagement and the Attendance Interventions guidance:</p> <ul style="list-style-type: none"> • Parental Engagement- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • Attendance Interventions- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions 	
<i>Attendance officer</i>	<p>Improved attendance of disadvantaged and vulnerable pupils. Evidence over recent years suggests attendance improves when an attendance officer is on site working with families.</p> <ul style="list-style-type: none"> • Attendance Interventions- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions 	1, 2, 3, 5, 6
To improve attendance, punctuality, and parental engagement among disadvantaged families through a “Walking Bus” initiative, aligning with EEF guidance on effective attendance interventions.	<p>The <i>Walking Bus</i> program will involve parents and volunteers accompanying groups of children to school along a set route each morning, promoting consistent attendance, safety, and a positive start to the school day. The initiative also aims to foster stronger relationships between families and the school, as well as among parents themselves.</p> <p>The EEF supports this approach, as attendance interventions such as walking buses can help reduce absenteeism, increase punctuality, and enhance parental engagement, especially in disadvantaged communities.</p> <p>For further details, see the EEF's guidance on Attendance Interventions.</p>	1, 5
To improve pupil behaviour across the	<p>This dual-approach strategy includes universal behaviour policies and routines that apply school-wide, alongside targeted support for pupils with specific behavioural needs. This approach aligns with EEF recommenda-</p>	2, 4, 5

<p>school by implementing both targeted interventions for at-risk pupils and universal strategies for the entire pupil body, following EEF guidance on behaviour improvement.</p>	<p>tions, which suggest that combining both universal and targeted interventions can effectively improve behaviour and create a positive school culture.</p> <p>This approach is grounded in EEF’s guidance, which highlights the effectiveness of combining targeted interventions and universal approaches to improve behaviour, as detailed in EEF’s Improving Behaviour in Schools Summary.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1635355216</p>	
<p>To provide holistic development opportunities and support pupils at risk of SEMH issues by implementing diverse extracurricular clubs that foster social, emotional, and creative growth.</p>	<p>By the end of the academic year, 80% of pupils at risk for SEMH will participate regularly in at least one extracurricular club, with 90% of all participants showing improved engagement, well-being, and social skills as assessed by staff observations and pupil feedback.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Club Offerings and Recruitment: Establish a variety of extracurricular clubs, ensuring a mix of activities (sporting, arts, music, reading, and gardening) that appeal to different interests. 2. Targeted Support for SEMH: Actively encourage and support pupils identified as at risk for SEMH issues to participate, providing guidance and ensuring they feel comfortable in their chosen activities. 3. Progress Monitoring: Track attendance and engagement in clubs, and use termly feedback forms to assess improvements in pupils’ social skills, confidence, and overall well-being. 4. Parental Involvement: Keep parents informed about club opportunities and encourage support for their children’s involvement, especially those at risk of SEMH issues. <p>The Education Endowment Foundation (EEF) highlights that participation in extracurricular activities, such as clubs focused on sports, arts, music, reading, and gardening, can positively impact pupil social and emotional development. Evidence from EEF research shows that these activities help pupils build essential skills like teamwork, resilience, and self-confidence, which contribute to improved behaviour and well-being. Specifically, EEF findings indicate that engaging in arts and physical activities can boost pupil academic outcomes by as much as +3 months and foster positive social behaviours.</p> <p>Moreover, EEF emphasises that targeted extracurricular programs are particularly beneficial for pupils at risk of social, emotional, and mental health (SEMH) issues, as they offer structured environments for social interaction and emotional growth. For pupils struggling with SEMH needs,</p>	<p>1, 4, 5</p>

	<p>involvement in clubs with supportive adult guidance and peer interaction can help develop social competencies, self-regulation, and a sense of belonging—all foundational for readiness to learn.</p> <ul style="list-style-type: none"> - Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation - Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity - Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	
<p>To support attendance, punctuality, and readiness to learn for disadvantaged pupils by providing Breakfast and After School Club access, with transport where necessary to ensure timely arrival.</p>	<p>By the end of the academic year, 90% of disadvantaged pupils participating in the Breakfast and After School Club will demonstrate improved attendance and punctuality, with positive feedback on readiness for learning.</p> <p>The Education Endowment Foundation (EEF) highlights that participation in extracurricular activities, such as clubs focused on sports, arts, music, reading, and gardening, can positively impact pupil’s social and emotional development. Evidence from EEF research shows that these activities help pupils build essential skills like teamwork, resilience, and self-confidence, which contribute to improved behaviour and well-being. Specifically, EEF findings indicate that engaging in arts and physical activities can boost pupil’s academic outcomes by as much as +3 months and foster positive social behaviours.</p> <p>Moreover, EEF emphasises that targeted extracurricular programs are particularly beneficial for pupils at risk of social, emotional, and mental health (SEMH) issues, as they offer structured environments for social interaction and emotional growth. For pupils struggling with SEMH needs, involvement in clubs with supportive adult guidance and peer interaction can help develop social competencies, self-regulation, and a sense of belonging—all foundational for readiness to learn.</p> <p>For further insight, refer to:</p> <ul style="list-style-type: none"> - Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 	<p>1, 5, 4</p>

	<p>- Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>- Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Early help lead allocated to support families - Pastoral support from Family</p> <p>CAF/ TAF process with vulnerable families- allowing them to access key services</p> <p>Bespoke and intensive support for the family/child</p> <p>Increased links and engagement with Early help team, SEND team and Health Professionals</p>	<p>To enhance support for vulnerable families, our Early Help Lead will work closely with parents through the CAF/TAF processes, ensuring families access vital services. This objective focuses on providing bespoke, intensive pastoral support tailored to each family's needs, creating stronger partnerships and empowering parents to actively support their children's learning journey. Increased collaboration with the Early Help team, SEND team, and health professionals will strengthen this support network, fostering positive academic and well-being outcomes. This approach aligns with EEF's evidence that strong parental engagement is crucial for improving pupils' academic progress. For further guidance, see EEF's report on Working with Parents to Support Children's Learning.</p>	<p>1, 2, 4, 5, 6</p>

Total budgeted cost: £237,751.20 This figure will need to be reviewed once the pira puma, trips and alternative provision has been looked at.

Attainment (including reading)

As a school, we have worked extremely hard to improve outcomes in reading for our pupils. Our 2023 external KS2 data shows that the interventions and initiatives we have put in place for our pupil premium children to support them with reading have been very successful, with **64.3% of pupil premium children achieving at least the expected standard** compared with **non-pupil premium children in school who achieved 62.5%** and **non-Pupil Premium children in the local authority achieving 62.3%**.

Alignment data for 2023 shows that **42.9% of Pupil Premium pupils achieved at least the expected standard in reading, writing and maths** as opposed to **43.8% of Pupil Premium pupils in the Local authority** and **48.1% of Pupil Premium pupils nationally**.

Writing is a key priority for us in the upcoming academic year and much work has already been done - and continues to be done - to improve outcomes for pupil premium children in these subject areas and narrow the gap with their non-pupil premium counterparts. This includes the recent purchase of a new, streamlined writing scheme which places a higher emphasis on vocabulary and spoken language skills, purchased using Pupil Premium Grant funding. We are already seeing excellent improvements in writing outcomes for our Pupil Premium learners and expect this trend to continue.

Attendance

At the end of the 2022-23 academic year, **the attendance gap between Pupil Premium and non-Pupil Premium pupils was -1.1%**. We acknowledge that there is work to be done to narrow this gap and improve attendance in general. We have responded to this data by introducing a Walking Bus, which targets children with consistently low attendance and persistent absenteeism, funded via the Pupil Premium Grant. Whilst the Walking Bus is still in its infancy, **we are already beginning to see a positive impact with an increase of 0.3% in the attendance of Pupil Premium children at the end of the Autumn Term (2023-24)** from the end of the previous

Summer Term (2023-24). Our Attendance Officer is funded through the Pupil Premium Grant and runs the Walking Bus.

Our Pupil Wellbeing Co-ordinator also supports children and families to improve attendance via a variety of methods, including conducting home visits, promoting good attendance through TAF, Child in Need and Child Protection meetings as well as supporting children and families to improve their mental and emotional wellbeing. Our PWCo also attends weekly meetings with the Headteacher and Attendance Officer to ensure a comprehensive understanding of attendance in school is achieved and acted upon. Our Pupil Wellbeing Co-ordinator is likewise funded through the Pupil Premium Grant.

Mental and Emotional Health and Wellbeing

The Pupil Premium Grant is used to fund our Pupil Wellbeing Co-ordinator, who provides invaluable support to pupils and their families in a variety of ways (see above).

Our PWCo is also key to supporting pupils and their families with their mental and emotional health and wellbeing, through ensuring referrals are made to relevant support – internal or external – leading on a number of CAFs, liaising with a variety of external agencies and attending Child in Need and Child Protection meetings. She also runs a daily lunchtime wellbeing club which supports children who get very overwhelmed on the playground for a variety of reasons.

Our Pupil Wellbeing Co-ordinator is also our Senior Mental Health Lead, supported by the Pupil Premium Grant. This enables both parents and pupils to access immediate support for mental health and wellbeing difficulties, as well as allowing school to be more proactive in supporting the mental and emotional health and wellbeing of pupils and their families.

Our nurture support is now in place with identified pupils accessing support for two afternoons per week; this intervention lasts for a term. Initial findings from the results of Boxhall profiles carried out at the start and end of nurture intervention show very positive impact.

Parental Engagement

We have recently increased the amount of opportunities to engage with parents and carers across the school year and in a variety of ways. Over the 2023-24 academic year, we have introduced 'Stay and Read' sessions which utilise books that have been purchased using the Pupil Premium Grant and encourage parents to read to their children and promote a love of reading. These have been incredibly well-attended and have been accompanied by food linked to the theme of the Say and Read. So far, the themes have been Bedtimes Stories, Summertime and a Stay and Read with Santa. These will continue into the 2024-25 academic year.

In the 2024-25 academic year, we will be introducing Team Teach workshops for parents and carers to support them with de-escalation techniques in the home. Our Pupil Wellbeing Co-ordinator (funded by the Pupil Premium Grant) will also be leading parental workshops to develop parenting skills such as around routines and boundaries.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
PIRA, PUMA and GAPS assessments	Rising Stars
Testbase	Doublestruck Ltd.
Welcomm	Equals Curriculum

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Desired Outcome	Chosen Approach	Estimated Impact	Evaluation – will we continue this approach?
<i>To ensure all children consistently have access to quality teaching</i>	Employ two higher level teaching assistants to ensure quality first teaching takes place during PPA cover. Both HLTA's take part in whole staff and targeted CPD and as such ensure continuity and consistency of teaching approach for our pupils.	Recent monitoring of both HLTA's shows that the children are receiving quality lessons during their teacher's PPA time. Incidents of poor behaviour during PPA time have reduced and the children are able to successfully follow the sequence of learning without disruption.	Yes
<i>To show where children have made steps of progress and gain an accurate picture of their ability levels</i>	Introduce PIVATs as a method of assessment for those children working significantly below their chronological age. All staff to be trained in the use of PIVATs.	PIVATs have only recently been introduced, however, the assessments were used in the most recent assessment week and we are now able to track progress in small, manageable steps.	Yes
<i>To ensure all gaps in children's phonic knowledge are plugged, leading to confident, fluent readers</i>	Introduce Little Wandle (SSP)	The amount of children requiring additional phonics intervention has reduced significantly since the introduction of Little Wandle. The scheme is also used by the infant school to deliver phonics, ensuring children's learning is sequential.	Yes
<i>To ensure all teaching is at least good with many examples of outstanding teaching</i>	Deputy Headteacher to deliver targeted 1:1 support with individual teachers following a coaching model. Deputy Headteacher is also mentor for ECT teacher in school.	Recent lesson observations showed the majority of teaching to be good. Any teachers requiring additional support have been identified and will be receiving 1:1 sessions.	Yes

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
PIRA, PUMA and GAPS assessments	Rising Stars
Testbase	Doublestruck Ltd.
Literacy Shed Plus	EdShed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Following what has been perhaps the most turbulent period nationally in education, we are now faced with a challenge to ensure the upward trajectory we worked hard to establish does not stall due to the global pandemic and unprecedented school closures. The vast majority of our approaches to pupil premium are tried and tested, resulting in positive outcomes for children over time. We are acutely aware that many of our children are behind academically following their lengthy period away from school, nonetheless, we are determined to ensure they are back on track and keeping up with their peers as soon as possible. We have carefully considered our approach to our pupil premium plan over the next three years that fundamentally establishes our aim to ensure disadvantaged groups achieve well and ensuring the gap between disadvantaged and non-disadvantaged narrows over time.

At Meadowhead Junior School we have a range of enrichment activities in place to support our disadvantaged pupils. Some provision and activities are not dependent on pupil premium or recovery premium funding, however, these still greatly support our disadvantaged pupils. These include the installation of outdoor gym equipment, an extensive upgrade to the playground, we offer a range of sporting clubs and children have the opportunity to attend external sporting events. The school choir experience performing at Blackburn Cathedral and the AO Arena in Manchester. At Meadowhead Junior School, we believe that every child has the right to have real-life experiences, this is why we offer residential trips in years 4, 5 and 6.

Through a carefully planned strategy, delivered by skilled and passionate professionals, we are confident that we can provide a purposeful experience for our pupil premium children that supports personal development and academic success.