

Pupil premium strategy statement – Meadowhead Junior 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 | 200 |
| Proportion (%) of pupil premium eligible pupils | 64% |
| 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 | December 2026 |
| Statement authorised by | Jason Newsham |
| Pupil premium lead | Rachel Blackledge |
| Governor / Trustee lead | Steve Wolski |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £225,200 |
| 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> | £225,200 |

Part A: Pupil premium strategy plan

Statement of intent

Intent

Our intent is to ensure that no pupil is disadvantaged by their socio-economic background. We believe that with the right support, high expectations and effective provision, all pupils can achieve their full potential.

We are committed to:

- Removing barriers to learning caused by poverty, family circumstance and background
- Narrowing attainment and progress gaps between disadvantaged pupils and their peers, locally and nationally
- Ensuring all pupils become fluent, confident readers who can fully access the curriculum
- Developing pupils' communication skills and confidence across a range of contexts
- Supporting pupils' social, emotional wellbeing and resilience
- Broadening pupils' experiences to raise aspirations and deepen understanding of the wider world

Context

Meadowhead Junior School serves a community with significant socio-economic challenges. A high proportion of pupils are disadvantaged and require additional educational and pastoral support. This context places increased importance on high-quality teaching, targeted intervention and strong pastoral provision to ensure equity of opportunity and outcomes for all pupils.

Implementation

To overcome identified barriers, we will:

- Invest in high-quality CPD to ensure consistently strong quality-first teaching
- Deliver timely, targeted interventions, including small group and 1:1 support, to close learning gaps
- Use funding to ensure equal access to trips, residential and first-hand learning experiences
- Provide a wide range of enrichment opportunities, including sport and music
- Offer effective nurture and wellbeing support delivered by appropriately trained staff

Provision will be flexible and responsive, adapting to the changing needs of individual pupils.

Key Principles

- Decisions are informed by robust assessment and ongoing analysis of pupil progress
- The Pupil Premium Lead and class teachers hold the responsibility for identifying and reviewing pupil premium provision at least termly
- Academic support is complemented by high-quality social, emotional and mental health provision to ensure pupils are ready to learn and succeed

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 64% 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 SEND support needs: The school has a significantly elevated proportion of pupils requiring SEND support (30%) compared to local and national averages with 35% of all children eligible for Pupil Premium funding having some form of SEND need. This challenge impacts the levels of classroom resources that are required, specialist teacher knowledge, adapted teaching and learning, targeted intervention and specialist support from outside agencies in order to cater to the diverse learning environment in school. |
| 3 | Lower starting points: Children at Meadowhead Junior School typically have lower starting points than their more affluent peers. For example, our 2025 Year 3 cohort came with an average GLD of 53%. Ensuring our children make accelerated progress to narrow that gap is crucial and requires targeted interventions, curriculum adjustments and adaptations and outstanding subject and pedagogical knowledge from teaching and support staff. |
| 4 | SEMH needs: 49% of the children who are currently in receipt of Pupil Premium funding and are identified as requiring SEND support also have some form of SEMH need. Strategies such as nurture support, ELSA support, play therapy and our internal alternative provision all require funding to ensure maximum impact. |
| 5 | Attendance: Whilst the gaps between Pupil Premium and non-Pupil Premium children in terms of attendance, lateness and persistent absenteeism are narrowing, we are as a school conscious that work on attendance continues to be a priority as we know that improved attendance improves not only children's attainment but also, their life chances. |
| 6 | Language barriers: Many children start school with significantly lower language levels than their peers which presents a barrier to their development in all curricular areas. The school's demographic has also changed over recent years with a rapidly increasing number of children now attending. EAL figures now stand at 25% of the school's population, above national averages. |

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 |
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| To accelerate the progress of Pupil Premium children so that their progress and attainment measures improve and the gap between Pupil | Statutory data shows accelerated progress from Reception Baseline Assessment/end of KS1 teacher assessment data and a |

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| Premium and non-Pupil Premium children narrows. | narrowed gap between Pupil Premium and non-Pupil Premium outcomes. |
| To ensure children's economic and social disadvantage do not prevent them from receiving a world-class education or stifle their life chances. | Families will be well supported by a skilled and knowledgeable pastoral team led by the Safeguarding Lead. Outside agencies – as well as charitable organisations – will work together with school to ensure the best possible outcomes for children. |
| All children to leave school as fluent, competent and engaged readers. | All children are able to access the wider curriculum effectively through reading. Children make at least good progress from Reception Baseline Assessments/end of KS1 teacher assessments, with many making accelerated progress from those points. The bottom 20% of readers will make accelerated progress. |
| To narrow the gaps in attendance – particularly persistent absenteeism – between Pupil Premium children and their non-Pupil Premium counterparts. | Pupil Premium attendance data will be broadly in line with non-Pupil Premium attendance data. Both categories will be at least in line with national data. Persistent absence data for both Pupil Premium and non-Pupil Premium children will reduce and be in line with national levels. |
| Children's language skills will improve rapidly from their starting points. | Children will display at least competent speaking and listening skills and will be able to access the curriculum fully. There will be an increase in children's reading comprehension and stamina and children's writing will display more fluent composition with improved vocabulary. EAL pupils' English skills will improve and outcomes will be broadly in line with their non-EAL counterparts. |
| Improved parental engagement and support. | There will be an improved uptake on parental workshops in school as well as parent events such as Parents' Evening, social events, SEND events, EAL events and information evenings. This will lead to greater communication and strengthened relationships between school and home leading to greater participation by parents, carers and wider family members in children's education. |

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: £100,067.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To embed <i>Restorative Thinking</i> practices across the school to enhance behaviour management and social-emotional learning among pupils, aligning with the 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 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>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>1, 2, 3, 4, 5, 6</p> |
| <p>To use PIVATS as a targeted assessment tool to support intervention and individualised learning paths and to track small steps of progress in core skills for those pupils working significantly below age-</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. 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>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. PIVATS is a valuable tool for assessing children's progress in our two internal alternative provision resources, 'Headspace' and 'The Meadow' as well as children in our mainstream classes who are working at a much lower level than their chronological age.</p> | <p>1, 2, 3 and 6</p> |

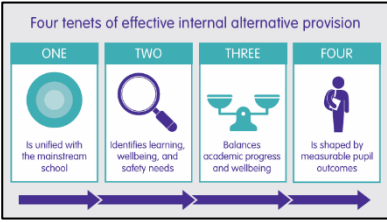
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| related expectations | | |
| To enhance oral language skills in learners with language deficit as a result of socioeconomic factors or SEND needs by implementing the Welcomm speech and language assessments and interventions as recommended by the EEF. | <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</p> <p>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> | 1, 2, 3 and 6 |
| 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>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.</p> <p>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>Due to the wide variety of SEND needs at Meadowhead Junior School, some of our children require adaptations through a programme such as Clicker 8 to aid recording writing. This reduces children's cognitive load, compensates for fine motor difficulties, promotes oracy and supports with visual impairments.</p> | 2, 3 and 6 |
| To consolidate | 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 | 1, 2, 3 and 6 |

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| <p>pupils' understanding of grapheme-phoneme correspondence in KS2 by incorporating targeted phonics sessions, ensuring all pupils have a solid foundation in decoding skills as recommended by the EEF.</p> | <p>phonics work in Key Stage 2 to consolidate their understanding of grapheme-phoneme correspondence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | |
| <p>To embed the recommendations of the 2025 Writing Framework across Key Stage 2 to improve literacy outcomes for pupils eligible for Pupil Premium. This will be achieved through the implementation of the Literacy Counts programme with a specific focus on</p> | <ol style="list-style-type: none"> 1. Reading comprehension strategies – strong positive impact EEF's Teaching and Learning Toolkit finds that teaching reading comprehension strategies has a high impact showing on average +7 months' additional progress over a year when compared to similar pupils who do not receive this support. These strategies include explicit modelling, guided practice and techniques to help pupils understand and make meaning from text as core elements of Literacy Counts and the Writing Framework place an emphasis on comprehension. 2. Improving literacy in Key Stage 2 – evidence-based recommendations EEF's Improving Literacy in Key Stage 2 guidance report outlines evidence-informed recommendations for developing fluent reading and writing skills in 7 to 11-year-olds. The guidance highlights key practices that underpin successful literacy instruction, including language development, reading comprehension and fluency support, all of which are integral to the Literacy Counts approach. 3. Oral language interventions – positive impact on literacy EEF evidence on oral language interventions demonstrates that activities designed to develop pupils' spoken vocabulary, structured discussion and dialogue contribute positively to pupils' comprehension and language skills. Studies in this strand consistently show positive gains in oral language | <p>1, 2, 3 and 6</p> |

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| <p>strengthening reading comprehension, reading fluency and oral language development in line with Education Endowment Foundation (EEF) guidance.</p> | <p>proficiency and reading outcomes, this is particularly important for pupils with lower starting points.</p> <p>4. Reading fluency – emerging and promising evidence</p> <p>The EEF has funded pilot and trial projects focused on reading fluency, recognising fluent reading as a key contributor to stronger comprehension. For example, the ‘Fluency Focus’ pilot shot that structured fluent reading strategies are feasible to deliver in classrooms and support teacher and pupil development in reading confidence and fluency which are key components of improving overall literacy outcomes.</p> | |
| <p>To enhance pupil focus and information processing by creating calm, structured, and minimally distracting classroom environments, reducing cognitive clutter in alignment with EEF guidelines.</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, particularly for those who benefit from clear, simplified environments.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-cognitive-clutter-and-better-understanding-barriers-to-learning</p> | <p>1, 2, 3, 4, 5 and 6</p> |
| <p>To improve academic outcomes by further embedding a mastery learning approach, enabling pupils to achieve a strong</p> | <p>Evidence from the EEF suggests that a mastery approach to learning has an impact of +5 months across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>1, 2 and 3</p> |

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| <p>understanding of key concepts before progressing, in line with EEF's findings on mastery learning's effectiveness</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>After evaluating the impact of our current home reading scheme, we found from pupil, parent and teacher voice that the scheme was not having the desired impact and that we wanted to change our format to one which followed on seamlessly from phonics intervention for those requiring it. Our new home reading scheme places an emphasis on engagement from home and children, ensuring the texts are sufficiently supportive, challenging and follow on from our current phonics scheme to ensure fluency and embedding of phonic knowledge.</p> <p>The EEF's Parental Engagement Evidence Review highlights the fact that home reading and activities that involve parents in reading with their children have a positive impact on pupil outcomes with studies showing on average around +4 months' additional progress when parents work one-to-one with their children on literacy-based tasks.</p> <p>Research also shows that increased reading frequency and access to age-appropriate books at home is associated with higher reading attainment and improved reading attitudes.</p> <p>Taken together, this evidence suggests that supporting pupils to read appropriately levelled texts at home alongside in school reading instruction contribute to a rich literacy environment that supports progress for all pupils but especially disadvantaged pupils.</p> | <p>1, 2, 3 and 6</p> |
| <p>To enhance social, emotional, and mental health (SEMH) readiness for learning, through</p> | <p>To support pupils with social, emotional, and mental health (SEMH) needs, 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 with insights from the EEF, which underscores the importance of nurturing programs and tailored support for children's social and emo-</p> | <p>1, 2, 4 and 5</p> |

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| <p>regular check-ins with the nurture lead, supporting engagement and foundational learning readiness.</p> | <p>tional 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>The EEF research has found that arts participation (including music) has an average impact of +3 months' progress on academic outcomes compared to similar pupils not involved in arts activities. The EEF research also notes that arts participation is associated with more positive attitudes to learning and improved wellbeing in addition to academic gains.</p> <p>Systematic reviews (found in broader research literature) find associations between music participation and enhanced emotional intelligence, empathy, teamwork, social skills, mood regulation and motivation which support school engagement.</p> <p>Arts participation EEF</p> | <p>1, 2, 3 and 4</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, <i>“great teaching is the most important lever schools have to improve pupil attainment,”</i> 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, 4, 5 and 6</p> |

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| <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</p> <p>School Improvement Officer – Lynsey Austen</p> | <p>Meadowhead Junior School currently provides bespoke teaching, learning and curriculum design for three pupils with complex social, emotional and mental health needs (SEMH) in our internal alternative provision unit known as Headspace. We also provide bespoke teaching, learning and curriculum design for nine pupils with moderate cognition and learning difficulties in our internal alternative provision unit known as The Meadow. Both Headspace and The Meadow were developed for pupils at risk of suspension or permanent exclusion and who would otherwise be unable to access a mainstream classroom full-time. Due to the socio-economic factors of the local area, we were also keenly aware of the limited alternative provision placements available locally. We have used some of the findings from the scoping phase of the EEF’s ‘School Choices’ research project and will be implementing further evidence-based guidance once the Impact Evaluation Report is made available in Spring 2026. The findings from the scoping phase state that,</p> <p><i>‘Evidence was found to support the idea of a continuum of internal AP support with schools varying in how their provision operates alongside or integrated within mainstream education.’</i></p> <p>Understanding the use of internal alternative provision for... EEF</p> <p>We have also been utilising the ‘Four Tenets of Internal Alternative Provision’ guidance from ‘The Difference’. The Difference is the school leadership charity for whole school inclusion</p> <p>What-Works-Four-Tenets-of-Effective-Internal-Alternative-Provision.pdf</p>  | <p>1, 2, 3, 4 and 5</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £64,226

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Specialist teacher has been employed part-time to support in high-quality intervention programmes. | In order to enhance support for targeted pupil needs, Meadowhead Junior School has employed a specialist teacher on a part-time basis to deliver high-quality interventions. This aligns with the EEF's guidance which emphasises that effective, targeted support from experienced staff can positively impact pupil aspirations and attainment by +4 months. By focusing on structured intervention sessions, we aim to support pupils in overcoming specific learning challenges, narrowing gaps in knowledge and ensuring children's foundational knowledge is secure. | 1, 2, 3 and 4 |
| To strengthen decoding and phonic skills for targeted pupils needing additional phonics support. | <p>Phonics is an essential component of children's reading foundations, ensuring they move towards fluency and accurate comprehension.</p> <p>According to the EEF, phonics instruction is a highly-effective approach to improving early reading skills, showing an average of +5 months' progress over an academic year; this is also true of older children receiving phonics intervention. The structured, systematic nature of phonics enables children to master decoding, blending and phonemic awareness, all of which are foundational for reading fluency.</p> <p>Our phonics interventions are delivered via the Little Wandle SSP and provide explicit, interactive instruction in phoneme recognition and blending. We used different parts of the programme (such as the SEND programme or catch-up programme) depending on the child's needs identified via ongoing assessment. The programme uses engaging activities to reinforce phonic skills through repetition and hands-on practice in line with the EEF's findings 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> | 1, 2, 3 and 6 |
| To provide swift, focused 1:1 interventions that address specific skill | Evidence from the EEF suggests that 1:1 tuition has an impact of +5 months' progress across the academic year, particularly when the tuition is linked to lesson objectives currently being worked on in class. | 1, 2, 3 and 6 |

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| gaps identified within the lesson. | At Meadowhead Junior School, children who have not fully met a learning objective within a lesson, or have developed a misconception, will be given short, targeted interventions before the next lesson to ensure any gaps are quickly identified and closed, allowing children to build on a firm foundation of knowledge. Interventions are typically 5 – 10 minutes long. | |
| To improve language skills in pupils with speech, language, and communication needs (SLCN) using the Welcomm evidence-based approach, fostering skills that are foundational to academic success and overall wellbeing. | <p>Due to an increasing number of pupils identified as having speech, language and communication needs, we have chosen to implement Welcomm as a screening, assessment and intervention tool to support and develop those needs.</p> <p>The EEF states that, <i>‘Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.’</i></p> <p>They recognise that there are many communication and language approaches that could be adopted and also state that, <i>‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.’</i></p> <p>https://educationendowmentfoundation.org.uk/print/ey-toolkit</p> | 1, 2, 3, 4 and 6 |
| 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>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>One to one tuition EEF</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. We ensure that we provide a lively, engaging and up-to-date library to ensure all children have access to have-quality literature. The children requiring additional reading in school are identified very early in the academic year and participate in 1:1 reading with an adult at least three times per week in school.</p> | 1, 2, 3, 4 and 6 |

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| <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.</p> <p>Their focus is:</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 maths 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>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</p> | <p>1, 2, 3, 4, 5 and 6</p> |
| <p>To improve pupil learning outcomes by utilising individualised instruction informed by digital feedback from NFER assessments, addressing specific gaps in knowledge.</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 NFER assessments to identify gaps in children's knowledge and understanding. The assessments include digital feedback which directs teachers towards where children's gaps are and provide guidance on how to narrow them.</p> <p>EEF National Foundation for Educational Research Key Stage 2...</p> <p>Individualised instruction EEF</p> <p>Feedback EEF</p> | <p>1, 2 and 3</p> |
| <p>To enhance the learning outcomes for pupils in The Meadow who are eligible for</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.</p> <p>This intervention will focus on:</p> | <p>1, 2, 3 and 5</p> |

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| <p>Pupil Premium Grant (PPG) support and have significant cognitive and learning needs by implementing an evidence-based SEND intervention.</p> | <p>1. Personalised Learning Plans: Each pupil will have an individualised plan with targeted goals addressing specific learning challenges in literacy, numeracy, and functional skills.</p> <p>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.</p> <p>2. Digital Feedback and Progress Monitoring: Tools like Clicker 8, PIVATs and regular NFER and phonics 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.</p> <p>3. 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.</p> <p>4. 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> <p>Special Educational Needs in Mainstream Schools EEF</p> | |
| <p>To enhance the language skills of EAL pupils.</p> | <p>With an increasingly diverse demographic, at Meadowhead Junior School, we are now implementing programmes to support the rising numbers of pupils arriving at school with EAL and particularly the increasing number of pupils who have little to no English when they start with us.</p> <p>Having worked closely with St James' CofE Primary School in Haslingden who have a high proportion of pupils with EAL, it was decided that we would adopt and adapt a similar approach – based on St James' successes – and implement Flash Academy at Meadowhead. We have also developed a programme of induction for new pupils and their families and ongoing support in class via Widgit and dual-coding of displays.</p> <p>Whilst the EEF has not completed any research on Flash Academy alone as a programme, they do provide findings on oral language interventions (including listening interventions) which show high impact for low cost, citing +6 months of progress when implemented effectively.</p> | <p>1, 5 and 6</p> |

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| | Oral language interventions EEF | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,052.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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>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>Social and emotional learning EEF</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 high impact for very low cost this from extensive evidence.</p> <p>Metacognition and self-regulation EEF</p> | 1, 2, 3, 4 and 5 |
| Pupil Wellbeing Co-ordinator and Safeguarding Lead | <p>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 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. For further reference, see the EEF's toolkit on Parental Engagement.</p> <p>Parental engagement EEF</p> | 1, 3, 4 and 5 |
| To improve attendance and punctuality among disadvantaged | <p>Meadowhead Junior School currently employs an attendance officer, which has shown to have a positive impact on attendance over the past academic year. The EEF research</p> | 1, 2, 4 and 5 |

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| <p>families through a holistic approach, addressing specific, identified barriers to good attendance, aligning with EEF guidance.</p> | <p>advises taking a more holistic approach to attendance. In the Teaching and Learning Toolkit, they state that,</p> <p><i>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p> | |
| <p>To improve pupil behaviour across the 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>The dual approach strategy developed and implemented by Meadowhead Junior School includes universal behaviour policies and routines that apply school-wide, alongside targeted support for pupils with specific behavioural needs. This approach aligns with EEF recommendations, which suggest that combining both universal and targeted interventions can effectively improve behaviour and create a positive school culture. 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>Improving behaviour in schools</p> | <p>1, 2, 3, 4 and 5</p> |
| <p>To provide holistic development opportunities and support to pupils at risk of SEMH issues by implementing diverse extracurricular clubs and programmes that foster social,</p> | <p>At Meadowhead Junior School, we have taken the following steps to support children with, or at risk of developing, SEMH difficulties:</p> <p>Club Offerings and Recruitment:</p> <p>Establish a variety of extracurricular clubs, ensuring a mix of activities (sporting, arts, music, reading, and gardening) that appeal to different interests.</p> <p>Targeted Support for SEMH:</p> <p>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.</p> | <p>1, 2, 3, 4, 5 and 6</p> |

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| <p>emotional, and creative growth.</p> | <p>Progress Monitoring:</p> <p>Track attendance and engagement in clubs, and use termly feedback forms to assess improvements in pupils' social skills, confidence, and overall well-being.</p> <p>Parental Involvement:</p> <p>Keep parents informed about club opportunities and encourage support for their children's involvement, especially those at risk of SEMH issues.</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 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. 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.</p> <p>Physical activity EEF</p> <p>Social and emotional learning EEF</p> <p>Arts participation EEF</p> | |
| <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>At Meadowhead Junior School, we make use of the Magic Breakfast scheme to support pupils on coming to school on time, with a good breakfast and ready to learn. We supplement the scheme with two members of staff as well as a sports coach to ensure the children are involved in physical activity.</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. 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</p> | <p>1, 2, 3, 4, 5 and 6</p> |

| | | |
|--|---|-----------------------------------|
| | <p>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>Physical activity EEF</p> <p>Social and emotional learning EEF</p> <p>Arts participation EEF</p> | |
| <p>Early Help Lead allocated to support families.</p> <p>Pastoral support from Family 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>Working with Parents to Support Children's Learning EEF</p> | <p>1, 2, 3, 4, 5 and 6</p> |

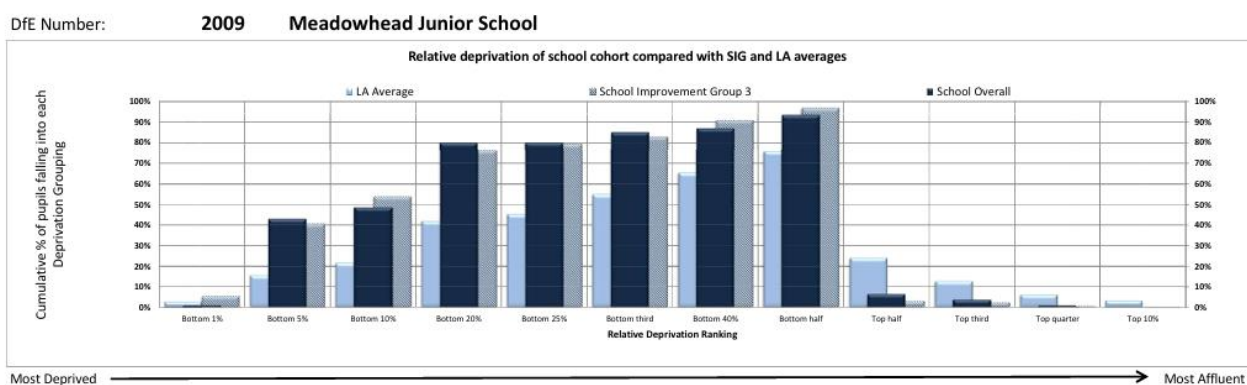
Total budgeted cost: £228,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

It is important to note the context of Meadowhead Junior School prior to reviewing outcomes. As can be seen from the graphics below, 94% of children at Meadowhead live in the bottom 50% for deprivation nationally, with almost half living in the bottom 10%.



It is also worth noting that, in last year's Year 6 cohort, half of pupils lived in the bottom 5% for deprivation nationally.

| | Bottom 1% | Bottom 5% | Bottom 10% | Bottom 20% | Bottom 25% | Bottom third | Bottom 40% | Bottom half | Top half | Top third | Top quarter | Top 10% |
|----------------------------|-----------|-----------|------------|------------|------------|--------------|------------|-------------|----------|-----------|-------------|---------|
| Reception | - | - | - | - | - | - | - | - | - | - | - | - |
| Year 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Year 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Year 3 | 0% | 35% | 39% | 81% | 81% | 88% | 91% | 95% | 5% | 4% | 0% | 0% |
| Year 4 | 4% | 51% | 53% | 79% | 79% | 85% | 87% | 94% | 6% | 4% | 2% | 0% |
| Year 5 | 0% | 37% | 46% | 81% | 81% | 85% | 87% | 92% | 8% | 4% | 2% | 0% |
| Year 6 | 0% | 50% | 57% | 80% | 80% | 83% | 83% | 93% | 7% | 3% | 0% | 0% |
| School Overall | 1% | 43% | 49% | 80% | 80% | 85% | 87% | 94% | 6% | 4% | 1% | 0% |
| School Improvement Group 3 | 5% | 41% | 54% | 76% | 79% | 83% | 91% | 97% | 3% | 2% | 1% | 0% |
| LA Average | 3% | 16% | 22% | 42% | 45% | 55% | 65% | 76% | 24% | 13% | 6% | 3% |

As a school, we have also recently seen a larger proportion of pupils arriving at school mid-year, many of whom have additional SEND, behavioural or EAL needs and sometimes with little to no English, marking a notable shift in our demographic which has needed to be addressed by senior leaders.

Attainment

We are currently on track to achieve our desired attainment outcomes in the 2025-26 academic year, based on internal data.

Internal summative assessment data demonstrates strong outcomes for disadvantaged pupils, particularly in reading and writing, reflecting the impact of our pupil premium strategy rooted in high-quality teaching and targeted academic support. Attainment gaps in these areas are minimal and, in several cases, disadvantaged pupils achieve as well as or better than their non-disadvantaged peers. These outcomes indicate that teaching approaches, curriculum adaptations

and focused interventions are effectively meeting the needs of disadvantaged learners and securing positive attainment across key subject areas.

While statutory KS2 outcomes indicate some variability, there has been clear improvement in some areas since 2024, particularly in writing and in the attainment of girls. The stronger performance of girls demonstrates that key elements of the pupil premium strategy are effective and provides a clear, evidence-informed model for refining provision to further support boys and to strengthen outcomes across other curriculum areas.

Disadvantage and its effects

Pupils at Meadowhead Junior School are effectively and comprehensively supported by our Early Help and Safeguarding Lead who 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 Early Help and Safeguarding Lead 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.

We have seen a rapid decline in poor behaviour, suspensions and permanent exclusions which has led to an environment where children feel motivated to learn and aspirational for their futures. We believe that we are meeting the desired outcome in this regard, however, this good work will continue and, as outlined in the strategy above, we will continue to build upon our successes.

Fluent Readers

With the introduction of a new, streamlined shared reading scheme, we are already seeing very pleasing results coming through our internal data, with disadvantaged children consistently outperforming their non-disadvantaged counterparts in some year groups.

We are currently responding to feedback from pupils, parents and teachers, as well as reviewing what our data tells us to introduce a new home reading scheme to further children's love of reading and to engage parents and carers (as well as wider family members) in reading with children at home. This scheme links seamlessly with our phonics SSP, ensuring children's home reading builds on the strong foundational skills provided by phonics in school. We believe that we are on track to achieve our desired outcome.

Attendance

| Attendance breakdown | | | | Year To Date | | | 01 Sept 25 | 12 Dec 25 |
|----------------------|----------|-----|--------------|--------------|--------|--------|------------|-----------|
| Pupil Groups | Pupils | | All | Year 3 | Year 4 | Year 5 | Year 6 | |
| All | All | 207 | School | 94.5% | 94.6% | 94.2% | 94.8% | 94.3% |
| | | | FFT National | 94.9% | 95.3% | 95.2% | 95.1% | 94.8% |
| | | | Difference | -0.4% | -0.7% | -1.1% | -0.3% | -0.5% |
| Gender | Female | 109 | School | 94.5% | 95.9% | 94.3% | 93.6% | 94.2% |
| | | | FFT National | 95.1% | 95.5% | 95.4% | 95.3% | 95.0% |
| | | | Difference | -0.6% | +0.5% | -1.1% | -1.6% | -0.8% |
| | Male | 98 | School | 94.4% | 92.6% | 93.9% | 96.1% | 94.4% |
| | | | FFT National | 94.7% | 95.1% | 95.0% | 95.0% | 94.6% |
| | | | Difference | -0.2% | -2.4% | -1.1% | +1.1% | -0.2% |
| FSM6 | FSM6 | 130 | School | 93.9% | 93.8% | 93.6% | 94.5% | 93.9% |
| | | | FFT National | 92.3% | 92.7% | 92.7% | 92.7% | 92.5% |
| | | | Difference | +1.6% | +1.2% | +0.9% | +1.8% | +1.4% |
| | Not FSM6 | 77 | School | 95.3% | 96.3% | 95.0% | 95.5% | 95.1% |
| | | | FFT National | 95.8% | 96.2% | 96.3% | 96.2% | 95.9% |
| | | | Difference | -0.4% | 0.0% | -1.3% | -0.7% | -0.8% |

The above data shows the strength of the strategies being employed to improve attendance, specifically for disadvantaged pupils, with those pupils achieving 1.6% above national data for disadvantaged pupils. Our strategies are also proven to be effective for non-disadvantaged pupils who are achieving attendance levels broadly in line with national data. We believe that we are meeting the desired outcome for attendance, however, we aim to continue to build upon the foundations we have built to ensure our attendance rates continue to improve beyond national and local levels and to ensure persistent absenteeism is kept at low levels.

Language Skills

We have recently implemented the Welcomm scheme as a means by which to assess pupils' language skills on entry to school in Year 3 and for all newcomers. These baseline assessments have meant that we can pinpoint children's individual challenges and support them accordingly. Across school, we have strengthened our oracy work, utilising tools such as the Tower Hamlets: Progression in language structures to ensure children's language skills are embedded sequentially and progressively. This work is beginning to yield encouraging results and we are starting to see these results come through our internal data.

Our work with Flash Academy is in its infancy, however, from pupil, parent and teacher voice, the scheme is enabling children with little to no English to access core areas of the curriculum and navigate their way through school life with greater ease and understanding.

We believe that we are on track to meet this outcome, however, we are aware that our current approach needs to be further embedded.

Improved Parental Engagement and Support

Through the work of our Early Help Lead and wider pastoral team, we are receiving positive feedback from parents and carers who are very positive about the fact that they have a named person and friendly face to engage with on pastoral issues as well as the class teacher and Senior Leadership Team. We have seen a marked increase in parents attending events such as our bingo nights, Christmas Fairs, Stay and Read events and ASD/ADHD support coffee mornings. Parent voice tells us that parents, carers and wider family members feel included in the

life of school and the education of their child. We believe however, that the drive to engage parents, carers and the wider community in the life of school should not stop and therefore, we believe that we are on track to meet this intended outcome.

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 |
|-----------------------|---|
| TT Rockstars | Maths Circle |
| NFER Assessments | NFER |
| Testbase | Doublestruck LTD |
| Ready, Steady, Read | Literacy Counts |
| Ready, Steady, Write | Literacy Counts |
| Welcomm | Testwise |
| Little Wandle Phonics | Little Wandle |
| Clicker 8 | Crick Software |
| Widgit | Widgit Online |
| PIVATS | Lancashire Professional Development Service |