Pupil Premium strategy statement: Meadow Park Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" *Timmy, year 11, SMA*

Detail	Data
School name	Meadow Park Academy
Number of pupils in school	285
Proportion (%) of Pupil Premium-eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers **(three-year plans are recommended)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Kirsty Holehouse (Headteacher)
Pupil Premium lead	Samiya Mughal (SENDCo)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£196,850

Current Attainment 2024	PP 2026	Non-PP 2026	PP nat ave
Proportion attaining expected standard in Reading	44%	55%	75%
Proportion attaining expected standard in Writing	72%	79%	73%
Proportion attaining expected standard in Maths	67%	76%	75%
Proportion attaining expected standard in Combined	39%	53%	63%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflection on 2025-26 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact

Students who are SEND and eligible for PP progress well	SEND and PP pupils have made good progress but still do not perform in line with their peers. This is an ongoing action.
Reduction in PA and improving general attendance for those students who are entitled to PP and an increase in their overall attendance	PP attendance is lower that pupils who are not PP.but overall PA has improved. This continues to be a focus.
Students who are entitled to PP are not disproportionately represented in behaviour statistics	PP children's behaviour has improved in the last 12 months but whole school behaviour is still a focus.
Parents/carers take an active interest in their children's progress and are able to support their children with key learning, including reading, spelling and homework.	Parental support is improving and planned parent events will enable parents to feel they are more skilled in supporting their children at home with their homework.
Students entitled to pupil premium access school trips, breakfast and after school club	PP pupils have equal access to all extra-curricular activities.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect
Gaps in core skills, including Phonics, Reading, SPaG and Arithmetic
A lack of metacognitive strategies, meaning children struggle to retain and remember key information
Collaborative approach to supporting students with SEND and eligible for PP, particularly those with an EHCP.
Emotional wellbeing/SEMH needs present as poor self-regulation and conflict resolution, low academic resilience, self-esteem, independence and confidence
Parental engagement and support from home, including attendance.
Financial implications – support for some families for school trips, breakfast club and after-school clubs

Intended outcomes & *how we will measure success*

Intended outcome	Success criteria
Quality first teaching for all	Students' progress data to be in line with those peers who are not eligible for pupil premium and above the national average. Internal variation between PP and non-PP is reduced.

	Includes GLD, Phonics Screening, KS1 assessment, MTCs and KS2 SATS, as well as Smartgrade tests and moderation across the year
Interventions address gaps in knowledge for Maths, Phonics, Reading and SPaG	Students' progress data to be in line with those peers who are not entitled to pupil premium and above the national average. Termly assessment data and intervention data
Students who are SEND and eligible for PP progress well	Students' progress data to be in line with those peers who are non-PP/SEND. Collaboration between Pupil Premium Lead/SENDCO and year group leads. Termly assessment data and intervention data analysed and actions agreed (every half term) and interventions and targeted support allocated.
Standards of vocabulary and oracy are improved	Monitoring, including a focus on pupil voice, shows an improvement in language and communication. Writing moderation evidences improved levels of vocabulary. Planning reflects increased opportunities for drama and public speaking
Reduction in PA and improving general attendance for those students who are entitled to PP and an increase in their overall attendance	Decline in persistent absence for those children entitled to PP Improved attendance for those children entitled to PP Attendance figures and PA comparison to the national average and non-PP students.
Children know more, do more and remember more	Planning and monitoring reflects effective strategies being taught and embedded.
A tiered graduated approach to supporting students with SEMH	Pastoral timetables reflect a greater of level of support for more children. Reduction in high-level emotional responses in class and the playground. Holistic data such as attendance, student voice and positive behaviour will be reviewed to show impact.
Students who are entitled to PP are not disproportionately represented in behaviour statistics	Behaviour data, including internal exclusions and fixed term suspensions, shows an improving pattern where pupils eligible for PP are not over represented. The pastoral, SEND and safeguarding teams work collaboratively to co-plan and investigate influencing triggers to challenging behaviours.
Parents/carers take an active interest in their children's progress and are able to support their children with key learning, including reading, spelling and homework.	Students eligible for pupil premium make better progress when their parents/carers are better informed and more confident in supporting them. Parents/carers are encouraged to attend school events and staff find mutually convenient times to meet Family support worker to run a parenting course, as well as ad-hoc parent training.
Students entitled to pupil premium access school trips, breakfast and after school club	Enrichment activity data shows an improving pattern where students eligible for PP are not under represented. All PP children are entitled undertake enrichment activities across the school and this will be facilitated.

Actions *to address the challenges listed above.*

Teaching Budgeted cost: £

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Frequent, evidence- based CPD focused on the needs of pupils, particularly those from disadvantaged backgrounds. This will be achieved through external training, INSET and the staff meeting programme: Literacy Tree / Effective Maths /RWI / ECT programme / CPD opportunities via Anthem (e.g. moderation and PLNs / Flick online training / Local authority training for Year 6 (*Challenges 1-3)*	Various but coordinated by HT and DHT	Improved quality of T&L, leading to improved outcomes for children. Improved outcomes for children	Termly Fortnightly via Progress Teaching
Teacher to identify focus groups of children who have not made expected progress or need to make accelerated progress. These groups will be flexible and regularly updated *(Challenge 2)*	Phase leads	Improved outcomes for children. Greater number of children making excepted and accelerated progress	Ongoing from September
Staff will focus on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice. *(Challenge 1-3)*	SLT	Improved quality of T&L, leading to improved outcomes for children.	Fortnightly via Progress Teaching
KS2 Intervention teacher appointed Proportion of time directed specifically to children entitled to PP. *(Challenges 1&2)*	KS2 lead and Intervention teacher	Improved outcomes for children Improved Y6 results	Termly

Targeted academic support: Budgeted cost: £

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Intervention groups for each year group SALT / Handwriting /Spelling / Maths /Reading /fluency and comprehension / SPaG *(Challenges 1 – 4)*	SENDCO, DHT and Phase Leads	Improved outcomes Improved access to the curriculum Improved engagement in learning	Termly – intervention data (EduKey)

1:1 phonics booster for those not currently on track to pass PSC in Year and those children in Year 2 who did not pass last year *(Challenge 2 & 3)*	Phonics Lead	Improved engagement in lessons, progress in RWI phonics sessions	Termly – intervention data (EduKey)
1:1 Precision teaching within the school day – overlearning/pre-teaching based on lesson feedback *(Challenge 2)*	Phase leads	Improved outcomes Improved access to the curriculum Improved engagement in learning	Weekly and termly intervention data (EduKey)
EYFS and KS1 SALT intervention led by trained teaching assistant *(Challenge 1)*	SENCDO	Improved engagement in lessons, progress in RWI phonics sessions	Termly – intervention data (EduKey)
2 HLTAs targeted to work across Year 5 and 6 *Challenge 1-3)*	DHT	Improved outcomes in lessons and improved outcomes	Termly – progress data

Wider strategies: Budgeted cost: £

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Bespoke attendance management system in place *(Challenge 6)*	HT and Attendance lead	Attendance and punctuality improves, leading to better outcomes	Termly
CPD investment for internal ELSA and Emotional Well-Being Interventions (3 x ELSA) and Play Therapist *(Challenge 5)*	Pastoral lead and DSL	Better support for most vulnerable students with SEMH, improved attendance, decreasing number of behaviour incidents	Termly via EduKey data
Development of pupil voice and school council *(Challenge 5 & 6)*	School Council Lead and HT	Pupils feel better represented in school and engage more in activities	Termly
Maths workshops run by Y6 intervention teacher *(Challenge 6&7)*	Intervention teacher / DHT	Parents learn skills to support their children with development of maths skills. Positive impact on classroom setting	Termly
Provision of breakfast club *(Challenge 6&7)*	HT	Children's attendance and punctuality improves. Engagement and focus in early lessons improves.	Termly

Subsidies for trips / clubs/holiday provision / kits and uniform purchase *(Challenge 7)*	HT	Children's attendance and punctuality improves. Engagement and focus in early lessons improves.	Termly
Provision of morning bagels *(Challenge 5 – 7)*	HT	Children's attendance improves. Engagements in early lessons improves. At least 56% of pupils are taking breakfast each day.	Termly
Playground enhancements – including new equipment and enhancements for reading *(Challenge 1 & 2)*	Reading lead and DHT	Children are given additional opportunities to read and develop a Love for Reading	Termly

Total budgeted cost: £196,850

EVIDENCE SOURCE

NFER – Deploying staff effectively
NFER – High quality teaching for all
EEF – Teaching and Learning toolkit
EEF- Teacher feedback to improve learning
EEF – Teaching and Learning toolkit
EEF – Metacognition & Self-regulated learning
EEF – Covid Catch up
Sutton Trust 'Engaging Parents Effectively'
NFER- Addressing behaviour and attendance
NFER – Clear responsive leadership
EEF – Improving mathematics in KS2 & 3
NFER- Meeting individual learning needs
EEF – Effective Professional Development
EEF – Using digital technology to improve learning
EEF – Effective Professional Development
EEF – Putting evidence into work
EEF – Pupil Premium guide
EEF – Improving behaviour in schools
EFF – SEND in mainstream schools