

Pupil Premium Strategy Statement 2026-2027

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 effect that last year's spending of pupil premium had within our school.

School Overview:

Detail	Data
School name	Meadow View Academy
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	31.10.2026
Dates on which it will be reviewed	8th February 2027 15th July 2027 November 2027 (Impact)
Statement authorised by	Mr J Wedge
Pupil premium lead	Mr M Worthington
Governor / Trustee lead	

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£125, 090
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	£125, 090

Part A: Pupil Premium Strategy Plan

Statement of intent:

At Meadow View, we encourage our children to **Dream** big, **Believe** in themselves and **Achieve** their goals. Through providing a diverse enriched curriculum, children strive to be the best they can be, creating a community that nurtures kindness and compassion. Building their knowledge and experiences of the world, children leave Meadow View prepared for the challenges of the future. We celebrate our differences, for we are all unique; however, together we are a masterpiece.

All members of staff and the governing body at Meadow View Academy accept responsibility for 'disadvantaged' pupils and are committed to meeting their academic, pastoral and social needs within a caring and nurturing environment.

What is the Pupil Premium?

'Pupil Premium Funding Report 2016 - 2017 National Guidelines The Pupil Premium Grant' is a Government initiative designed to provide additional funding to address the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in Her Majesty's forces.

Schools are required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant.

"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"

Source: DfE Website

The DfE advises using research from the Education Endowment Foundation (EEF), Meadow View Academy has adopted a tiered approach to the Pupil Premium spending.

"Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies:

Teaching – spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending

Targeted Academic Support – evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider Strategies – wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category."



Source: The EEF Guide to the Pupil Premium

The EEF Guide also addresses common myths with regards to the use of the PPG, which are important to note:

MYTH: *“Only eligible children can benefit from Pupil Premium”*

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children; however, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups. *Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children In Need.*

MYTH: *“All data is good data”*

“The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn’t required by the Department for Education or Ofsted.”

Source: The EEF Guide to the Pupil Premium

Meadow View Academy measures progress and attainment by having our main comparison of our disadvantaged cohort against National non-disadvantaged.

MYTH: *“The Pupil Premium has to be spent on interventions”*

There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students; however, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.”

MYTH: *Pupil Premium strategy can be separated from whole school strategy –*

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Source: The EEF Guide to the Pupil Premium

Meadow View Academy’s Pupil Premium strategy is embedded within whole-school improvements and forms part of all Improvement Plan objectives.

Meadow View Academy continues to review and adapt its spending of the Pupil Premium funding in 2026-2027 following analysis of our outcomes for disadvantaged students in 2025/2026 and using research completed by the Education Endowment Fund.

This document outlines Meadow View Academy's holistic approach to closing any achievement gap, focussing on all educational impact of disadvantage and outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At Meadow View Academy, the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality are paramount. This will ensure that all our pupils are equipped with the knowledge, skills and cultural capital they will need to succeed whilst attending the school, and in the next stages of their education.

Challenges:

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

Challenge Number	Detail of Challenge
1	Children demonstrating a secure understanding of GPC retention, decoding and blending abilities (Year 1 - Phonics)
2	Children demonstrating a secure understanding of the skills and knowledge associated with the expected age related standard in reading at the end of all key stages.
3	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in writing at the end of all key stages.
4	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in mathematics at the end of all key stages.
5	The attendance gap for disadvantaged pupils vs all pupils, resulting in the potential creation of learning gaps.
6	Timely support systems for disadvantaged pupils (academic and non-academic) to ensure equitable access to the curriculum. (Personal to individual circumstances)
7	Children's language development and retention and Oracy skills
8	Access to curriculum enrichment opportunities / cultural capital development.

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
Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of the Early Years Foundation Stage.	- Acceleration of progress and attainment for disadvantaged pupils via effective implementation of quality first teaching strategies and enhanced provision. This can include but is not limited to: - structured interventions - curriculum enrichment opportunities - the implementation of the school SEND Early Response strategy - Formalised education / pastoral based target plans - Effective CPD schedule for new to EYFS staff, focusing on the school's pedagogy pertaining to the EYFS curriculum and associated assessment processes. - Effective CPD schedule for new to EYFS staff, focusing on newly implemented EYFS curriculum and assessment processes. - Early Talk Boost principles utilised within curriculum, which supports the development and acquisition of language.
Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of Key Stage 1	- Disadvantaged attainment for KS1 pupils for 2026-2027 falls at least in line with national comparative figures*(Non-statutory assessments and returns will be completed by Year 2). - Clear closing of data gaps for disadvantaged pupils. - Book looks demonstrate effective language development and use across the curriculum. - Progressive learning sequences evident. - Review of curriculum to ensure that effective working memory principles are evident. - Robust assessment system identifies pupils at risk of lower progress. - Pupil Progress meetings ensure effective identification of pupils at risk, and senior leaders support staff in both monitoring and improving the progress and attainment of disadvantaged learners. - Monitoring of teaching provision within school to ensure that pedagogy aligns with agreed principles.
Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of Key Stage 2	- Disadvantaged attainment for KS2 pupils for 2026-2027 falls in line with national comparative figures.

	- Clear closing of data gaps for disadvantaged pupils from previous key stage and in year starting points. - Book looks demonstrate effective language use across the curriculum. - Progressive learning sequences evident. - Review of curriculum to ensure that effective working memory principles are evident. - Robust assessment system identifies pupils at risk of lower progress. - Monitoring of teaching provision within school to ensure that pedagogy aligns with agreed principles. - Pupil Progress meetings ensure effective identification of pupils at risk, and senior leaders support staff in monitoring the progress of disadvantaged learners.
Disadvantaged pupils are given access to specific academic and pastoral support systems to enable equitable access to the curriculum offer.	- Boxall profile assessments provide staff with a means of identifying non-academic support requirements and measuring progress following the implementation of required provision enhancement. - Effective use of pastoral support systems (including school dog mentor work, outdoor learning, nurture based provision, group and 1:1 targeted support) enables pupils' needs to be met. - All staff use 'right help right time systems' to identify pupils who are vulnerable. Specific outside agencies engaged with to provide specific support to pupils and families where necessary (including Level 2 Early / Family Help Support).
Development of language and Oracy skills	- Children identified as having low communication and language skills receive targeted support via enhanced provision modelling. - Focus on language development within and across the curriculum. - Personalised and enhanced provision implemented for pupils, focusing on the development and acquisition of language (Well-comm Assessment, Early Talk Boost and Talk Boost, Attention Autism). - Effective identification of pupils deemed at risk of lower attainment.

Activity in this Academic Year (2026-2027 Academic Cycle)

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: £25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide targeted support for pupils in identified year groups</i> (£22,485)	The EEF state that quality first teaching is one of the most effective ways of ensuring positive pupil outcomes. The member of staff in question in the school's English champion, which supports key improvement priorities and the ongoing professional development of staff. this will support the sustaining of quality first teaching	2, 3, 5 and 6
<i>Engage with an external agency to validate the implementation of the Pupil Premium Strategy</i> (£1000)	External validation of implemented strategies / school processes provides staff with the opportunity to reflect and identify further improvements / developments as needed.	1-6 (inclusive)
<i>Ensure that teachers are clear on the principles of Language First Project (Completed 2018-20219 cycle) providing children with high quality language development provision,</i> (Internal Costs re PDM sessions for staff)	A summary from the University of Cansas (Betty Hart and Tod R. Risley, 2003) "The Early Catastrphoe: The 20 Million Word Gap by Age 3" identified that diverse family types resulted in differing uses of language within the family unit. When lower frequency and complexity of language use were present, this resulted in a possible 30 million word gap for children by the age of 3.	7
<i>Ensure equitable access to curriculum provision offer, including wider curriculum offers, such as residential trips etc.</i> (£1715)	Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015 Caroline Sharp, Shona Macleod and Daniele Bernardinelli, National Foundation for Educational Research Amy Skipp, Ask Research	6

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

Budgeted cost: £77,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure effective analysis of disadvantaged learners, and provide specific support to teachers based on assessment of disadvantaged learners</i> £12,656	A robust assessment system enables schools to effectively identify pupils at risk of underachievement. By providing additional resources to the monitoring and implementation of this, disadvantaged pupils deemed at risk of falling behind their non-disadvantaged peers will be identified earlier, will receive targeted support and learning gaps will close.	6
<i>Provide targeted support in focus year groups by increasing teaching capacity of intervention and support potential.</i> £25,011	The EEF state that quality first teaching is one of the most effective ways of ensuring positive pupil outcomes. By reducing pupil group numbers, pupils have a higher teacher to pupil ratio, resulting in increased direct contact time potential. This enables pupils with increased access to support from teachers.	2, 3, 4
<i>Learning Support Assistants provide structured intervention support for disadvantaged pupils based on identified support need.</i> £37,022	Consolidation of learning, supported by overlearning information in small 'bite sized' chunks aligns with working memory principles and promotes effective transfer of information to the Long Term Memory. This enables the children to Know more and do more (Ofsted)	1, 2, 3, 4
<i>Ensure timely access to pastoral support systems, including intervention and resources, to promote positive well-being</i> £2,500	Well-being support for all learners is stated as a requirement for schools under the remit of 'Keeping Children Safe in Education' (2021). Providing well-being support enables pupils to regulate emotions and support wider access to the curriculum.	6
<i>Promote critical thinking of disadvantaged learners</i> £800	Provide disadvantaged learners (and non-disadvantaged peers) with chess based curriculum to promote critical thinking, forward planning and strategic decision making.	8

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

Budgeted cost: **£21,901**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted mentoring and wellbeing support for disadvantaged pupils via the school's learning mentor.</i> £10,022	Use of Boxall profile identifies non-academic requirements of pupils and enables pastoral support staff to deliver specific interventions / curriculum enrichment to close pastoral gaps, in order to access curriculum based academia.	6
<i>Increase the attendance of disadvantaged pupils</i> £3,124	EEF identifies that the tiered approach to Pupil Premium Grant spending includes wider aspects such as attendance.	5
<i>Enhance wider provision offer, ensuring positive interactions and experiences through play during unstructured times.</i> £8,755	Outdoor play and learning accreditation to be completed, focusing on providing enrichment experiences through non-academic engagements.	8

Total budgeted cost: £125,090

Part B: Review of Outcomes in the 2025-2026 year.

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. This data is compared to the provisionally published national data for the end of 2026 academic cycle. The tables below state the percentage of pupils who achieve the age-related expectations, or above.

Early Years Foundation Stage – Pupils Achieving a Good Level of Development	
<i>All Pupils</i>	73%
<i>Disadvantaged Pupils</i>	64.7%
<i>Provisional National 2026*</i>	72.3%

Year 1 Phonics Screening Check	
<i>All Pupils</i>	80.7%
<i>Disadvantaged Pupils</i>	87.5%
<i>Provisional National 2026*</i>	81.8%

Subject	End of Key Stage 1 (Year 2)	
<i>Reading</i>	<i>All Pupils</i>	80% (+12.3%)
	<i>Disadvantaged Pupils</i>	73.9% (+20.6%)
<i>Writing</i>	<i>All Pupils</i>	76.4% (+3.8%)
	<i>Disadvantaged Pupils</i>	73.9% (+ 13.9%)
<i>Mathematics</i>	<i>All Pupils</i>	69.1% (-10%)
	<i>Disadvantaged Pupils</i>	60.9% (-13%)
<i>Combined</i>	<i>All Pupils</i>	67.3% (+6%)
	<i>Disadvantaged Pupils</i>	60.9% (+14.2%)

Subject	End of Key Stage 2 (Year 6)	
<i>Reading</i>	Attainment (Achieving Age Related Expectations)	
	<i>All Pupils</i>	77%
	<i>Disadvantaged Pupils</i>	70%
	<i>Provisional National 2026*</i>	75.2%
<i>Writing</i>	Attainment (Achieving Age Related Expectations)	
	<i>All Pupils</i>	82%
	<i>Disadvantaged Pupils</i>	100%
	<i>Provisional National 2026*</i>	73%
<i>Mathematics</i>	Attainment (Achieving Age Related Expectations)	
	<i>All Pupils</i>	78.7%
	<i>Disadvantaged Pupils</i>	90%

	<i>Provisional National 2026*</i>	75%
<i>Combined</i>	<i>All Pupils</i>	60.7%
	<i>Disadvantaged Pupils</i>	60%
	<i>Provisional National 2026*</i>	63.2%

Attendance Overview		
Group		2025-2026
Whole School	All Pupils	95.46%
	Disadvantaged Pupils	93.81%
Reception	All Pupils	95.38%
	Disadvantaged Pupils	91.88%
Year 1	All Pupils	95.43%
	Disadvantaged Pupils	94.63%
Year 2	All Pupils	96.3%
	Disadvantaged Pupils	95.66%
Year 3	All Pupils	96.96%
	Disadvantaged Pupils	96.2%
Year 4	All Pupils	95.16%
	Disadvantaged Pupils	92.11%
Year 5	All Pupils	95.59%
	Disadvantaged Pupils	94.25%
Year 6	All Pupils	94.41%
	Disadvantaged Pupils	91.05%

Externally Provided Programmes:

Programme	Provider

Service Pupil Premium Funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable