Pupil Premium Strategy Statement

Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

Pupil premium strategy statement – Meadowfield 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	394
Proportion (%) of pupil premium eligible pupils	53%
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)**	September 2026 to September 2027
Date this statement was published	
Date on which it will be reviewed	September 2027
Statement authorised by	Meadowfield Leadership and Governors
Pupil premium lead	Liz Hymus
Governor / Trustee lead	Roberta Kane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,210.00
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*	£207,210.00

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for all pupils at Meadowfield School is to ensure that every child makes meaningful progress from their individual starting points across all areas identified within their Education, Health and Care Plan (EHCP). These areas include Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning, and Sensory and Physical needs. Progress in these areas supports pupils to develop independence and prepare for adult life.

Our Pupil Premium Strategy supports this objective by ensuring pupils have access to appropriate staff training, small group teaching, targeted interventions, specialist resources, and equality of opportunity, including access to the community. Through this approach, we aim to address any barriers to learning and progress.

All pupils at Meadowfield School require an individualised approach to learning due to the complexity of their needs. Key challenges to achievement and priority areas for development are identified for each pupil individually. These are informed by progress towards EHCP outcomes, school assessment frameworks, therapist reports, professional judgement from teachers and therapists, parental views, and, where appropriate, pupil voice.

We recognise that pupil progress is closely linked to readiness to learn, emotional wellbeing, positive behaviour, communication skills, physical and sensory needs, as well as specific learning needs. In addition, factors such as attendance and the ability of families to support pupils with complex needs at home can present significant barriers to progress.

At Meadowfield School, we aim to identify and address individual barriers through our Pupil Premium Strategy to ensure it is effective in supporting pupils to make progress and achieve their outcomes. Due to the complexity of our pupils' needs and the highly individualised nature of our provision, we review our Pupil Premium Strategy annually to ensure it remains responsive, targeted and effective.

Challenges

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

Challenge number	Detail of challenge
1	Pupils on the Enquire and Explore pathways require continued focused teaching and targeted interventions to support the acquisition and development of literacy and communication skills. This includes appropriate staffing, specialist teaching approaches and resources to support speaking, listening, early reading and writing skills. Many pupils also require ongoing Speech and Language Therapy programmes to develop expressive and receptive language, communication skills and social communication.
2	For pupils in EYFS and on the Engage pathway, further embedding of the Engagement Profile is required to ensure that personalised learning routes are clearly identified and developed to meet individual needs and support progress from very early developmental starting points.
3	Across the school, many pupils experience difficulties with communication, social interaction, cognition and emotional regulation, which can affect their engagement in learning and their ability to develop independence. Learning and communication development for some pupils has been impacted by limited access to appropriate

	technology and communication tools that support learning, communication and independence.
4	Pupils' therapeutic needs, including Occupational Therapy, Speech and Language Therapy, Music Therapy and Counselling, are significant due to their learning disabilities and additional needs such as medical needs, past trauma, attachment difficulties and mental health needs. These factors can impact pupils' readiness to learn, emotional regulation and overall progress.
5	Many pupils have reduced access to experiences beyond the home and classroom due to learning needs, physical needs, social, emotional and mental health needs. This has been further compounded by the impact of Covid in recent years. Limited access to community and life experiences can affect pupils' communication skills, confidence, independence and preparation for adulthood.
6	All of our pupils are disadvantaged due to their complex special educational needs and disabilities. This disadvantage can be further compounded by social and economic factors affecting pupils and their families, which may impact attendance, access to opportunities, engagement, wellbeing, self-esteem and overall progress.

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
Access to 1:1 targeted support in English (writing and communication)	Progress made in line with expectations (monitored through pupil progress meetings 3 x yearly) Any regression is soon identified and progress is made through targeted support.
All pupils to have achieved or exceeded individual outcomes related to meeting EHCP targets.	Pupils in receipt of Pupil Premium have made progress towards their EHCP targets at the same % of achievement or more than their peers.
All pupils have access to therapies and programs to support their learning, communication and social emotional needs to enable them to engage in learning effectively and minimise the impact of these additional needs.	Reduction of behaviour incidents (evidenced on our behaviour recording system). Where individual, group or class interventions have taken place evidence of this through informal formal assessments, or observations can be provided.
All pupils have equal access to relevant enriching activities and environments in class as well as access to the wider school environments and local community.	Evidence of pupils making good progress in wellbeing, self-confidence, social skills, respect for others and engagement in learning. Wellbeing and engagement will be demonstrated through Boxall profiles, the Engagement model and Evidence for Learning
All parents who need additional support with their child's learning, care needs or attendance able to access the support required.	Attendance percentage inline or exceeding that of their peers. Case studies where input from school and referrals where necessary has helped to reduce the impact of socio and economic factors and improve outcome for pupils and their families.

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: £15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD to embed and develop teaching and learning across the school. This will support pupils to make at least good progress in all areas of the curriculum	A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. NFER (2015) Report recommended a focus on high quality teaching.	1,3,5
Continue to develop phonics, reading and writing teaching across the school. Training and resources to enable pupils to make good or accelerated progress in phonics, reading and writing.	Research in the EEF Toolkit shows that phonics can have a high impact on the teaching of reading. It is therefore important to provide training and resources to support the teaching of phonics.	1,4,5
Develop learning through memorable experiences. Provide subsidised educational visits and enrichment activities to deepen pupils learning	Behrendt and Franklin (2014) found that educational visits provide an 'opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies.'	2,3,4,5
Enhance curriculum access for physical and sensory learners Develop resources to enable physical and sensory learners to fully engage in learning	To enable pupils with physical and sensory needs to fully engage in the curriculum and make progress some specific resources are required	1,2,3,4,5

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

Budgeted cost: £67,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Interventions. Interventions to support pupils identified that would benefit from additional support in English to be delivered by specialist teacher and Teaching Assistant	EEF Research shows that one to one tuition can have a high impact on pupil progress.	1,4,5
High quality Speech and Language (SLT) provision. Speech and Language Therapist to use their expertise through whole school support and guiding class-based interventions	Speech and Language support can positively impact on many areas of development including receptive and expressive language, communication skills, vocabulary development, social interaction, emotional regulation, confidence, understanding and following instructions, and greater independence in expressing needs, choices and feelings and participating in learning and the wider school community.	2,3,4,5
Access to music therapy and counselling sessions to support pupils with significant wellbeing and mental health challenges.	Being able to recognise and support pupils with mental health in schools matters because: Mental health issues are common and often develop during childhood and adolescence. They can help improve young people's resilience and their ability to succeed in school & life.	2,3,4,5
Specific Resources. Provision of specific resources for identified Pupil Premium pupils to support individual learning. This will be informed through discussions with class teachers and other staff at Progress Meetings and Annual Review meetings	Previous work within the school shows that some pupils benefit from specific resources to help them overcome their unique and complex needs.	1,2,3,4,5

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

Budgeted cost: £123,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to expand provisions and support offered through the Wellbeing Team and	A more personalised approach to the LAC and PEP process. Greater capacity for supporting individual pupils who require more intensive support in regards to wellbeing and safeguarding.	2,3,4,5

Nurture Provision (The Canopy).	Greater school, parent relations with some of our hard to reach parents. A greater range of wellbeing interventions on offer to support individual pupils. Increased capacity with the DSL team and LAC and PEP processes.	
Continuation of Breakfast provision through Magic Breakfast. This will support pupils to transition into school and ensure they have a substantial meal.	The DfE (2017) Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report said that schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.	1,2,3,4,5

Total budgeted cost: £ 207,210

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

In 2024–2025, the Wellbeing Team supported approximately 97 pupils, and their families, across the year. In 2025–2026, this increased to 136 pupils, with approximately 73% of these pupils in receipt of Pupil Premium funding. This demonstrates that the provision is appropriately targeted towards disadvantaged pupils who require additional wellbeing and family support.

The Canopy (previously Wildflowers) nurture provision supported 17 pupils in 2025–2026, compared to 15 pupils in 2024–2025. Of these pupils, 10 were in receipt of Pupil Premium funding. The Canopy continues to support pupils with emotional regulation, social skills, confidence, behaviour for learning and readiness to learn. Pupils accessing nurture provision showed improvements in wellbeing, engagement and ability to access classroom learning.(shown through Boxall Profiles)

Overall, wellbeing and nurture interventions have had a significant impact on pupils' emotional wellbeing, behaviour, attendance, engagement and readiness to learn, which in turn supports progress towards EHCP outcomes.

In 2025–2026, 6 pupils accessed music therapy and a further 15 pupils had music lessons.

Music therapy continues to support pupils' communication, interaction, emotional expression and engagement. Pupils who accessed music therapy showed improvements in engagement, communication, turn-taking, confidence and self-expression. Music lessons supported pupils to develop new skills, confidence and opportunities to perform and succeed in a non-academic area, supporting self-esteem and wellbeing.

In 2025–2026, 12 pupils accessed counselling sessions and 34 pupils accessed Talk Time sessions.

The increase in Talk Time sessions shows that more pupils are accessing early emotional support before issues escalate. Counselling and Talk Time have supported pupils with anxiety, emotional regulation, friendships, behaviour, self-esteem and mental health needs. These interventions have had a positive impact on pupils' wellbeing, readiness to learn, behaviour and engagement in school.

In 2025–2026, the school undertook 12 sensory profiles and further developed sensory room spaces to support pupils across the whole school. This has enabled staff to better understand and support pupils' sensory needs, helping pupils to regulate, engage in learning and manage the school environment more successfully.

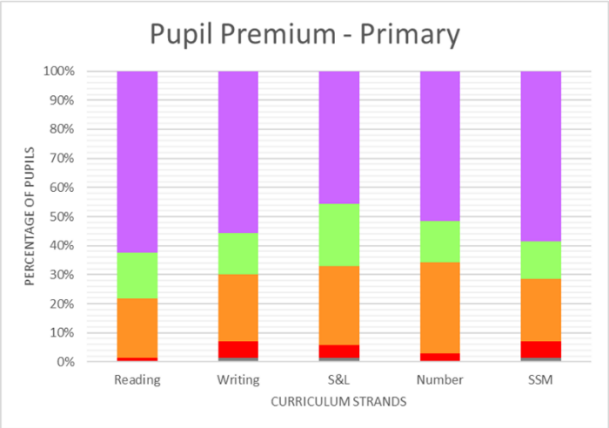
The development of sensory spaces has had a wider impact across the school, supporting pupils with sensory regulation, emotional regulation, behaviour and readiness to learn.

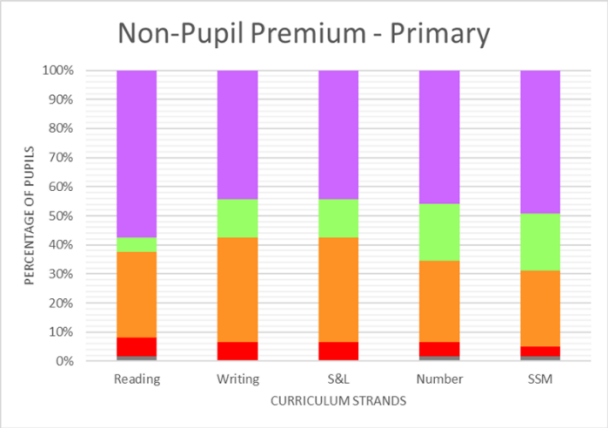
Overall, Pupil Premium funding has been used effectively to support pupils' wellbeing, engagement, communication, independence and readiness to learn. Many of our pupils face significant barriers related to communication, social and emotional needs, sensory needs and life experiences. These interventions help to reduce these barriers and enable pupils to access learning, make progress towards their EHCP outcomes and develop independence and Preparation for Adulthood skills.

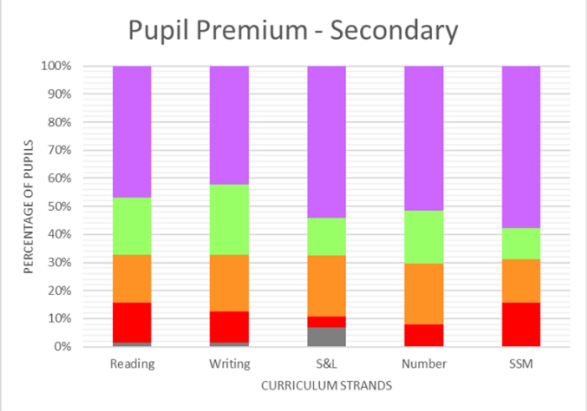
The greatest impact of Pupil Premium spending continues to be seen in:

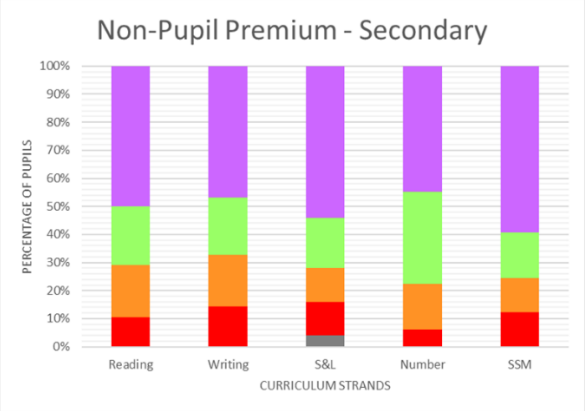
- Improved wellbeing and emotional regulation
- Increased engagement in learning
- Improved confidence and self-esteem
- Development of social and communication skills
- Increased readiness to learn
- Support for disadvantaged pupils and families
- Development of independence and life skills

These interventions are particularly important for pupils in receipt of Pupil Premium, as many face additional social and economic disadvantage alongside their special educational needs and disabilities.









Pupil Premium funding has been used to provide targeted phonics and literacy intervention through a dedicated intervention teacher and Teaching Assistant. The purpose of this provision is to identify and address gaps in pupils' early reading and phonics skills, provide additional targeted teaching and reduce the impact of disadvantage on pupils' ability to access English and the wider curriculum.

Impact and what has worked well

The impact of this approach is particularly evident within the Primary phase, where pupils in receipt of Pupil Premium demonstrate higher rates of positive progress than their non-Pupil Premium peers across Reading, Writing and Speaking & Listening.

Reading represents the strongest area of progress. 78.3% of Primary Pupil Premium pupils met or exceeded their annual expected progress target in Reading, compared with 62.3% of non-Pupil Premium pupils. Pupil Premium pupils also achieved stronger outcomes in Writing (70.0% compared with 57.4%) and Speaking & Listening (67.1% compared with 57.4%).

The Reading outcomes are particularly encouraging given the school's investment in additional phonics provision. The dedicated intervention teacher and TA provide opportunities for pupils to receive targeted support in addition to their classroom teaching, allowing specific gaps in early reading skills to be addressed. Although the progress data cannot demonstrate that the phonics

intervention alone is responsible for these outcomes, the results provide positive evidence that the school's targeted approach is supporting the literacy development of disadvantaged pupils.

Importantly, the data also indicates that relatively few Pupil Premium pupils are becoming stuck in their learning. In Primary Reading, only 1.4% of Pupil Premium pupils made no progress, compared with 6.6% of non-Pupil Premium pupils. There is also a notable difference in Writing: of those making progress, 22.9% of Pupil Premium pupils were progressing below expectation compared with 36.1% of non-Pupil Premium pupils. This suggests that the additional provision is supporting not only overall progress but also the early identification and targeting of pupils who require further intervention.

The Secondary picture is more mixed and provides an important focus for the next stage of the strategy. In contrast to Primary, non-Pupil Premium pupils demonstrate higher rates of positive progress overall. However, the English data is more nuanced. In Writing, for example, there is effectively no gap between the cohorts, with 67.2% of Pupil Premium pupils meeting or exceeding expected progress compared with 67.3% of non-Pupil Premium pupils.

There are, however, individual areas requiring further investigation. Secondary Pupil Premium pupils recorded isolated regression in Reading and Writing (1.6% in each), while 6.8% (N=5) regressed in Speaking & Listening. The relatively small pupil numbers mean that individual pupils can have a significant impact on overall percentages; therefore, analysis at pupil level is important when evaluating the effectiveness of provision.

There is also variation between pathways and Key Stages. At Key Stage 4, for example, 95% of Enquire pupils met or exceeded their Reading target, while 80% of both Enquire and Explore pupils met or exceeded their Writing target. Conversely, Key Stage 3 identifies a particular area for development within Explore, where 22% (N=9) made no progress in Reading. This indicates that a blanket approach to Secondary literacy intervention would be less appropriate than targeted support based upon individual assessment and identified barriers.

Next steps

The school will therefore continue to invest Pupil Premium funding in the phonics intervention teacher and TA, as the Primary outcomes provide positive evidence that targeted literacy provision is supporting disadvantaged pupils to make strong progress. The next stage will be to strengthen the evaluation and targeting of this provision.

Pupils will be identified through assessment and pupil progress meetings, with particular attention given to Pupil Premium pupils making no or below-expected progress. Intervention tracking will more clearly record pupils' starting points, identified literacy/phonics barriers, intervention received and subsequent progress. This will enable the school to demonstrate more precisely the impact of the intervention and ensure funding is directed towards pupils where it is likely to have the greatest impact.

Within Secondary, intervention will be increasingly needs-led rather than determined by Pupil Premium status alone. Pupils will continue to access phonics intervention where assessment demonstrates that phonics, decoding or early reading skills remain a barrier. Where pupils are not making expected progress for other reasons, pupil-level analysis will consider wider barriers such as attendance, wellbeing, behaviour and consistency of provision, which are already identified within the school's progress-review process.

Overall, the strategy has been particularly successful within Primary, where disadvantaged pupils are outperforming their non-Pupil Premium peers across all English strands. The priority moving forward is to maintain this positive impact while developing a more targeted approach within Secondary and strengthening intervention-level monitoring so that the school can demonstrate the relationship between Pupil Premium expenditure, individual interventions and pupil outcomes.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Statutory Policy Approved by Governing Body	
Policy Adopted	Date: September 2026
Policy Approved	Date: Awaiting Approval
Next Review	Date: Academic Year 2027/28