

## Pupil premium strategy statement- September 2025

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 2025-2026

Detail	Data
School name	Meadowfield Primary
Number of pupils in school	507
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Stout
Pupil premium lead	Helen Stout
Governor / Trustee lead	Lloyd Nolan

### Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£288355+ £7600 CLA
EYPP	£16156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2025 – 2026)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312311

## Part A: Pupil premium strategy plan

### Statement of intent

All our work through the pupil premium will be aimed at accelerating progress, moving our Pupil Premium children to catch up and keep up. However, we feel it is as important for these children to have the skills they need to further their opportunities in the wider landscape, many of these children do not have developed speaking and listening skills and are lacking in confidence and self-assurance - we need to help prepare these children for life beyond Meadowfield Primary. These children also need cultural capital to connect and build their learning onto experiences to ensure they learn more and remember more.

The Pupil Premium Grant will be utilised to provide:

- ☐ Quality First Teaching in the classroom environment for all children
- ☐ Raise aspiration through a variety of programmes and activities.
- ☐ A designated team to support the pastoral needs of children.
- ☐ Additional teaching and learning opportunities provided through curriculum enhancement;
- ☐ Review intervention programmes to ensure maximum impact;
- ☐ Development of programmes and workshops for children and parents, and bespoke interventions to enhance progress;
- ☐ Provide small group work and individual 1-1 tuition, with an experienced member of staff/tutor, focused on overcoming gaps in learning.
- ☐ Additional teaching and learning opportunities provided through a qualified teacher, teaching assistants or external agencies.
- ☐ Specific learning intervention programs e.g. Alpha to Omega, tuition, Lexia
- ☐ Small group or 1-1 activities to aid in the development of speaking and listening and to develop confidence.
- ☐ Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- ☐ Support in attending trips or extra-curricular activities.
- ☐ Seeking support from outside agencies.

To monitor progress on attainment, we have a robust cycle of data collection and tracking, which is used to inform pupil progress and enable early identification of need, support and appropriate intervention. At each review of this strategy, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. Systematic checking for understanding is in place across the curriculum for all pupils. Pupil Premium has an allocated Governor with responsibility for this area and the funding and impact is a regular item in LGB meetings. All our work through the pupil premium will be aimed at accelerating progress, moving our Pupil Premium children to catch up and keep up. However, we feel it is as important for these children to have the skills they need to further their opportunities in the wider landscape, many of these children do not have developed

speaking and listening skills and are lacking in confidence and self-assurance - we need to help prepare these children for life beyond Meadowfield Primary.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance had been broadly average pre pandemic but dropped steeply with high PA- this is improving but is not yet back to pre pandemic levels.
2	Often weak support from home/value of education and/or low literacy skills from parents/carers
3	Through assessments and observations, gaps have been identified in children's learning – bespoke interventions designed to ensure gaps are filled - largely due to starting points but also low attendance in some cases
4	Through observations and knowledge of our children it has been identified that some children are struggling with stamina and executive functioning
5	Poor literacy skills especially around oracy and communication, a low vocabulary on entry to school which we struggle to increase

## 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
Achievement in reading	Increase the % of children at GDS in reading across school
Achievement in writing	Increase the % of children at ARE in writing and moving towards this- narrowing the gap
Achievement in mathematics	Increase the % of children at ARE in mathematics across the school
Phonics	Increase the % of children meeting the PSC in Y1 and in Y2, particularly for DP with consistency
Raise career aspirations and future opportunities	Children's awareness of future careers is increased and their aspirations raised

	Increased communication and oracy for all children, especially the younger ones
Improve attendance at school and reduce number of PA especially for SEND pupils	Swift identification of PA pupils and pupils at risk of becoming PA; forensic analysis of registers and codes to pattern map; intervene and establish a firm/fair and supportive plan to improve attendance Use of fining where needed Employment of inclusion mentor from Sept 24 & enhanced tracking from Sept 25 using Power Bi
Narrow the vocabulary gap for DP and non-DP	Increased focus on oracy, communication and language as well as focus on well planned acquisition of vocabulary shows increase in children's vocabulary known and used Impact seen in oracy Impact seen in skilled speaking Impact seen in reading for pleasure
Increase PSED and self-regulation outcomes for EY pupils and especially those who are DP	Oracy supports children in accessing systems for self-regulation including restorative practice Fewer children being referred for mental health support Increased motivation and attitudes for learning

## Activity in this academic year 25-26 £312111

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 187266 (60%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Y1/2 member of staff <u>PPG</u>	Reducing class size <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 3, 4, 5
TLR for phonics leader and for reading leader <u>PPG</u>	Phonics (+5) <a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5
CPD – writing projects <u>PPG</u>	<a href="https://writing4pleasure.com/2021/12/15/the-education-endowment-foundations-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing/">https://writing4pleasure.com/2021/12/15/the-education-endowment-foundations-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing/</a>	2, 3, 4, 5
Speech and language development – outsourced to NHS traded one day per week and in house 5 days SaL specialist with focus on EY <u>PPG</u>	Oral language interventions (+6) <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5
TA in classes each day with extra hours for communication with teachers and for training Dedicated hour of HLTAs small group work daily for Y6 catch up core subjects	Teaching Assistants (+4) <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> Small group tuition (+4) <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> Extending school time (+3) <a href="https://educationendowmentfoundation.org.uk/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

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

Budgeted cost: £46816 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition – one to one through school led Pupil Premium Grant	<p>One to one tuition (+5)  <a href="#">One to one tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Reading comprehension strategies (+6)  <a href="#">Reading comprehension strategies   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Computer based reading programme (+1)  <a href="#">Lexia Reading Core5®   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 2, 3, 5
Lexia, Alpha to Omega and RWI training for KS2/N to Y3 staff to include interventions as well as whole class phonics teaching PPG	<p>Small group tuition (+4)  <a href="#">Small group tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Phonics (+5)  <a href="#">Phonics   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Reading comprehension strategies (+6)  <a href="#">Reading comprehension strategies   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Reducing class size (+2)  <a href="#">Reducing class size   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Feedback (+6)  <a href="#">Feedback   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 2, 3, 4, 5
Teaching assistant for catch up immediate response	Phonics (+5)	1, 2, 3, 4, 5

for KS1 phonics and for Y3 phonics intervention <u>PPG</u>	<a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies">Reading comprehension strategies</a> (+6) <a href="https://educationendowmentfoundation.org.uk/Reducing-class-size">Reducing class size</a> (+2) <a href="https://educationendowmentfoundation.org.uk/Feedback">Feedback</a> (+6)	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78027 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – inclusion mentor/learning mentor <u>PPG</u>	Parental involvement (+4) <a href="https://educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF</a> Social and emotional learning (+4) <a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning">Social and emotional learning   EEF</a> Individualised instruction (+4) <a href="https://educationendowmentfoundation.org.uk/Individualised-instruction">Individualised instruction   EEF</a>	1, 2, 3, 5
Wellbeing and increase physical activity <u>PPG</u>	Physical activity +1 month <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 2, 3, 4, 5
One Life scheme of work for Personal Development <u>PPG</u>	Behaviour interventions (+4) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> Social and emotional learning (+4) <a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning">Social and emotional learning   EEF</a> Healthy lifestyles- social, emotional, physical and mental health	1, 2, 3, 4, 5

	<a href="#">Healthy Minds – analysis of health outcomes published   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £312111**



## Part B: Review of outcomes in the previous academic year 2024-25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**Quality of education – extra TA, maintained the increased LA hours and extra LAs, curriculum design:** School received positive external visits in 24-25 from Director of Primary Education (RKLT MAT) and consultants. Data is below.

**Attendance-** PPG supports the attendance role within the pastoral team at school – this is a proactive role which analyses and prepares data, identifying pupils for intervention or support. Attendance is not yet showing the same levels as pre pandemic in line with similar schools hence its continued high priority across school. However, some gains have been made when compared to previous years

**PAs** These have remained largely in line with last year as a result of the proactive role showing a small increase largely the SEN population; but the biggest impact is seen in the FSM/DP statistics with some clear improvements bucking national trends. Information below is to July 2025:

**National Primary to 11.7.25 – 95%**

**PAs 14%**

Meadowfield **to 11.7.25 – 92% -3%**

**PAs 26% +12%**

EHCP attendance all schools 86% MEA 88% **+ 1.51%**

FSM attendance all schools 89% MEA 91% **+ 1.4%**

PA primary only National 13.5%

**MEA compared to 23/24**

Attendance is **0.3%** lower than last year ; national is +0.5% higher than last year

PAs are **0.72%** higher than last year ; national PAs are 0.6% less than last year

**Meadowfield vulnerable groups:**

EAL **23/24** 94.63% **24/25** 93.97% **- 0.66%**

FSM **23/24** 90.43% **24/25** 90.6% **+ 0.17%**

DP **23/24** 90.36% **24/24** 90.61% **+ 0.25%**

Meadowfield attendance remains a concern when compared to national which is showing a small improving trend; Meadowfield is showing a small declining trend although this is in

line with our locality and disadvantaged statistics where post covid recovery is slower. In some areas we show improvements, namely FSM and DP as well as EHCP attendance. Attendance for SEND and EY are the key priorities for 25-26.

### Early Years

GLD for reception was broadly in line with 2024 – 50%. This is despite the very high number of children with complex SEND needs in this year's Reception cohort. This is reflected in the significant drop for children meeting the PSED Early Learning Goal. The fall in the other curriculum areas again reflects the missed social opportunities of the children in their formative years.

Area	2024 %	2025 %	%Change
CLL	76	62	-6%
PSED	84	59	-25%
PD	86	83	-3%
LIT	51	50	-1%
Maths	58	53	-5%
UTW	76	55	-21%
EAD	73	60	-13%

### Reading

ELG: 51% down from 64% in 2024

KS1: 51% down from 66% in 2024

KS2: 56% down from 72% in 2024

### Writing

ELG: 50% down from 51% in 2024

KS1: 37% down from 38% in 2024

KS2: 44% down from 62% in 2024

### Maths

ELG: 53% down from 58% in 2024

KS1: 42% down from 52% in 2024

KS2: 65% down from 68% in 2024

### Phonics

Outcomes for Year 1 in June 2025 were up by 13% at 65%. This shows a considerable positive move back up towards the 2023 figure of 70%.

### **Multiplication Tables Check**

The upward trend continued this year, with 47% of children achieving the required 25/25 pass mark in June 2025. This sees a rise since June 2023 of 45%. The children benefitted hugely from having access to their own iPads and being able to practice the tests in the same format as they were completed during the official checks.

### **Lexia**

The whole of KS2 have made use of this online reading intervention; a total of 93 children benefitted from the scheme. Years three, four and five have targeted children from the bottom 20% of readers who are unable to access traditional guided reading sessions effectively. Year 6, in contrast, have used the programme in a similar manner as the rest of KS2, but also to secure higher level reading skills in the group of children who achieved a scaled score of 95-99 in the summer 2024 assessments.

**Year 3** had 26 children access the scheme over the year. Of those, 22 moved within the WTS band and 4 moved from WTS to EXS. The average standardised score for the children accessing Lexia in Y3 rose from 90 in the Autumn term to 95 in the summer term.

**Year 4** also had 26 children access the scheme. Of those, 17 moved within the BLW and WTS bands; 4 moved from BLW to WTS; 4 moved from WTS to EXS and 1 moved from BLW to EXS. The average standardised score for the children accessing Lexia in Y4 rose from 87 in the Autumn term to 90 in the summer term.

**Year 5** had 15 children access the scheme over the year. Of those, 12 moved within the BLW and WTS bands; 1 moved from BLW to WTS and 2 moved from WTS to EXS. The average standardised score for the children accessing Lexia in Y5 rose from 90 in the Autumn term to 95 in the summer term.

**Year 6** also had 26 children access the scheme. Of those, 15 moved within the BLW and WTS bands; 1 moved from BLW to WTS; 8 moved from WTS to EXS and 2 moved from WTS to GDS. The average standardised score for the children accessing Lexia in Y6 rose from 85 in the Autumn term to 97 in the 2025 Reading SATs paper.

**Speech and language/pastoral teamwork/nurture provision:** our dedicated speech and language support worker has undertaken 2 NELI programmes and Wellcomm checking this academic year working with 15 children- in all cases children showed significant improvement in communication and language development. Next year, B squared will be used to monitor the impact.

Statutory results 2025								
Reception								
GLD 2025		GLD 2024		GLD 2023				
50%		52%		51%				
Year 1 phonics screening								
	Number (out of 57)	% pass in 2025	% pass in 2024	% in 2023				
Pass mark of 32	37	65	52	70				
Year 2 Phonics screening resit								
	Number (out of 30)	% pass in 2025	% in 2024	% in 2023				
Pass mark of 32	12	40	26	29				
End of KS1 (non-statutory)								
Subject	Number (out of 59)	% at EXS(+) 2025	% in 2024	% in 2023				
Reading	30	51	66	50				
Writing	22	37	38	43				
Maths	26	44	52	57				
R/W/M combined	20	34	29	43				
Year 4 Multiplication Tables check								
	Number out of 60	% achieved 2025	% in 2024	% in 2023				
Score full marks of 25	28	47	38	2				
Mean average	20.3	20.3	20.2	14.8				
Scored 20-25	41	68	58					
KS2 SATS results 2025								
Subject	Number out of 55	% at EXS+ 2025	% in 2024	% in 2023				
Reading	31	56	72	64				
EGPS	31	56	70	54				
Maths	36	65	68	64				
Writing	28	50	62	48				
R/W/M combined	49	49	59	43				
National	ARE 25	ARE 24	GDS 25	Scaled score 25	Meadowfield ARE 25	Meadowfield ARE 24	MPS GDS 25	MPS GDS 24
Reading	75	74	33	106	56	72	26	30
Writing	72	72	13		50	62	5	7
Maths	74	73	26	105	65	68	9	13
EGPS	73	72	30	105	56	70	7	11
Science	82	81			64	64		
RWM	62	57	8		49	57	0	0

**Behaviour statistics** show an improving trend for support for SEMH through early intervention, restorative practice and the impact of the inclusion mentor:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
155	165	110	108	101	93

All behaviours are logged – minor, play and lunch, class based and outside of school.

**Breakfast club and breakfast for all; wider curriculum provision through trips and after school clubs:**

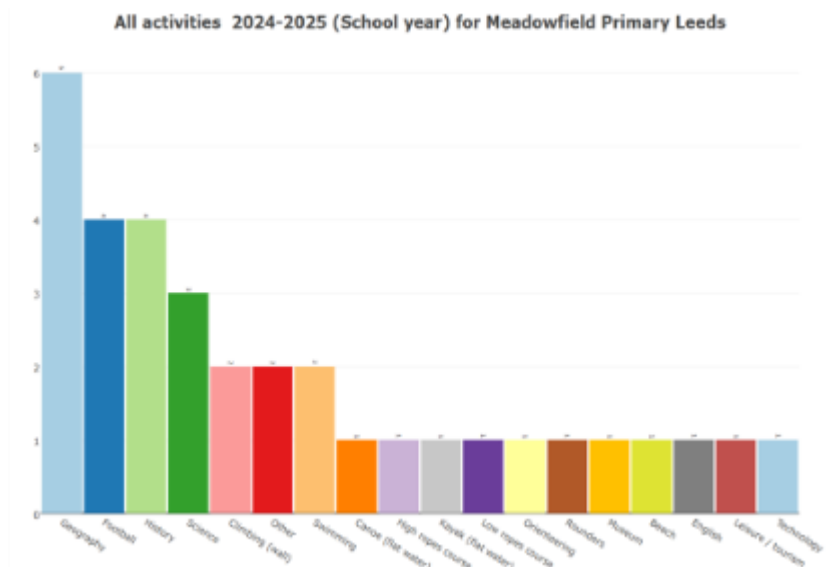
Numbers attending breakfast club: 35

Numbers accessing breakfast for all daily: 507

Numbers attending clubs: 124 children attend a club, including OOSC, on average per week. Of these 18 are SEN, 69 disadvantaged and 53 EAL. This comprises 7 clubs a week plus breakfast and Meadow (after school) club. All clubs, except OOSCs, are free of charge.

Trips that have place this year: two residentials for Y5 and 6. Other trips include Filey, a restaurant visit, Nell Bank, Whitby, Temple Newsam, swimming, litter picking, church,

Wykebeck Valley, Trust Olympics, Rodley Nature Reserve, Y6 catch up swimming, football competitions, Dodgeball competitions, moon camp challenge, skateboarding and Youth Board.



In total for the academic year 24-25 34 visits took place using 2998 pupil days including 3 adventure visits.

#### School participation in child protection conference process

Number of child protection initial and review conferences held	Number attended	Number of reports submitted		Number of core group meetings held	Number attended
10	10	10		17	17

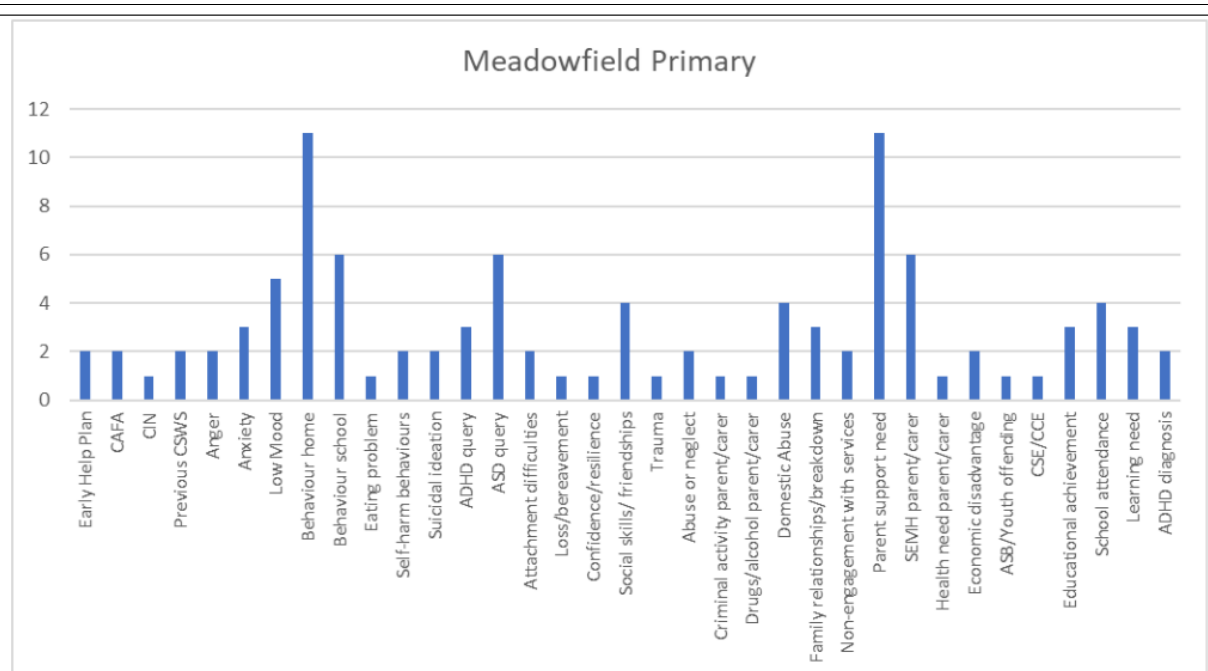
Additional information: 16 DV notifications this academic year

11 Children on CIN plans this academic year

8 Children on EH plans this academic year

9 CLA children on roll

**TNCP cluster/extended services costs for supporting hard pressed families/SEMH needs and referrals including parent support/bereavement support and back to work support:** Temple Newsam Cluster Partnership support included 23 referrals from school for 27 children culminating in 30 pieces of work/interventions and an additional 15 request from social care or the police to work with families. Referrals are seen in the chart below:



**Tutoring:** In house, after-school tutoring sessions were run for Y6 children throughout the year from Autmn 1 until the week immediately before this year's SATs.

Baseline assessment was used to identify children and objectives to be targeted. Teachers delivered after school interventions to 41 pupils in maths and EGPS. Twenty-seven children received maths tutoring. Of these 12 moved from WTS to EXS; 14 remained at EXS and 1 remained at WTS. The average standardised score in the Autumn term for these children was 92. In the May SATs it had risen by 12 points to 104.

Fourteen children received tutoring in EGPS. Of these children 12 moved from WTS to EXS and two stayed within the WTS bracket. The average standardised score for these children in autumn 2024 was 92, this rose by 10 scaled score points in the May SATs to 102. The skills and knowledge gained through the tutoring sessions were an influencing factor in moving the children to EXS for writing. Eight of the children who completed the EGPS sessions reached EXS in writing.

## Externally provided programmes

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

Programme	Provider
NTP	DfE
Neli	DfE
I see reasoning	G Metcalfe

SALT	NHS
RWI inclu Development Days	OUP/RWI for development days
WRM	WRM
TT Rockstars	TT Rockstars
B Squared	B Squared
Widgit	Widgit software
Writing for Pleasure	Ross Young (EEF endorsed)
Lexia	Lexia UK
Wellcomm	GL Assessment

### Further information (optional)

Additionally, we support our PP+ children through funded trips, uniform and food hampers where needed but these are available to any family in need.

We also fund after school activities such as clubs and enrichments free of charge and these are open to all pupils (tracked for attendance) as we have so many in receipt of PPG.

We use some GAG towards residentials and visits to ensure inclusion and participation.

This document will be reviewed in September 2026