

Pupil Premium Strategy Statement – Meadows Academy

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2025 to 2026, 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	The Meadows Academy
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	6/10/25
Date on which it will be reviewed	1/9/26
Review and recommendations for approval	Academy council
Statement authorised by	Standards committee
Pupil premium lead	Lucy Winter
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,535
Recovery premium funding allocation this academic year	0
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	£69,535

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils

We aspire to:

- Ensure that all students have equitable access to the National Curriculum, with the right support in place to enable meaningful engagement and progress.
- Identify learning gaps early and implement timely, targeted interventions.
- Deliver a rich and inclusive personal development programme that equips students with the skills to navigate the world and broadens their experiences.
- Support the whole child by offering a range of services that promote wellbeing, attendance, and readiness to learn.
- Strengthen our school community by actively involving parents and carers in their child's educational journey.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Facilitates regular 1:1 assessment and review cycles to ensure learning is precisely targeted, progress is closely monitored, and interventions are responsive to individual needs.
- Offers tailored vocational pathways and core qualification opportunities for highly vulnerable and hard-to-reach students, delivered by HSAT staff either on-site or through alternative provision. Bespoke packages are designed for those at significant risk of disengagement.
- Supports structured reintegration for students returning to curriculum access, ensuring transitions are gradual, personalised, and supported by staff.
- Allocates funding for professional therapeutic services, including counselling, to help students develop emotional regulation and improve mental wellbeing.
- Provides individualised attendance support for students experiencing Emotionally Based School Avoidance (EBSA), with a focus on building trust and re-engagement.
- Strengthens family and student involvement through targeted engagement events, such as themed mornings and evenings, designed to foster connection and collaboration.
- Invests in high-impact digital tools and platforms to deliver personalised literacy and numeracy interventions, ensuring students receive support matched to their specific learning profiles.

What are the key principles of your strategy plan?

- **Equity of Access**
Every child, regardless of background or circumstance, should be able to access the National Curriculum and benefit from high-quality, personalised education.
- **Early Identification and Intervention**
Timely identification of learning gaps and barriers enables targeted support that drives progress and engagement.
- **Holistic Support for the Whole Child**
Academic success is underpinned by emotional, social, and wellbeing support, including counselling, therapeutic input, and attendance interventions.
- **Personalised Learning Pathways**
Bespoke packages, vocational opportunities, and alternative provision ensure meaningful learning experiences for our most vulnerable and disengaged learners.
- **Reintegration and Readiness**
Structured, supported reintegration helps students re-engage with learning when they are emotionally and academically ready.
- **Family and Community Engagement**
Strong partnerships with families are built through regular engagement events, promoting shared responsibility and a sense of belonging.
- **Evidence-Informed Practice**
Investment in high-impact digital tools and resources ensures interventions are measurable, effective, and tailored to individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Supporting students with SEMH needs Many pupils require targeted support to manage their social, emotional, and mental health needs, which can present barriers to learning and engagement
2	Curriculum access for struggling learners Some students need intensive, individualised support to access the curriculum effectively and make sustained progress.
3	Reintegrating students on bespoke offsite packages A number of pupils with persistent attendance issues are educated offsite; reintegration into school is essential to support their academic and social development.
4	Extending learning beyond the classroom Opportunities for enrichment and experiential learning outside the classroom are limited and need to be expanded to broaden horizons and deepen engagement.
5	Strengthening Family Engagement and Support Vulnerable families often require additional support to engage with school life and to help their children thrive both academically and emotionally.
6	Addressing low literacy levels Many pupils enter with significant gaps in literacy due to disrupted primary education and cognitive challenges, impacting their ability to access the wider curriculum.
7	Improving mathematical fluency and mastery A high proportion of pupils lack procedural fluency in basic operations, which hinders their conceptual understanding and progress in mathematics.

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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1 - Supporting students with SEMH needs	<ul style="list-style-type: none"> ● Support pathways are in place and used ● Relationships are in place with agencies and their support is used ● Reduction in PA figures
2 - Curriculum access for struggling learners	<ul style="list-style-type: none"> ● Year on year the percentage of children achieving Entry level+ qualifications in English and Maths increases ● Packages are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.
3 – Reintegrating students on bespoke offsite packages	<ul style="list-style-type: none"> ● Regular review meetings for pupils accessing bespoke packages to ensure working towards attending on site (using micro steps map) ● Pen portraits for pupils who manage to increase onsite attendance ● EBSA training takes place for all
4 - Extending learning beyond the classroom	<ul style="list-style-type: none"> ● Social development mapped and progress points are recorded for each child to use in EHCP, for example safe use of transport, social norms in public spaces etc. ● Pupils attend a variety of different places to develop social capital
5 - Strengthening family engagement and support	<ul style="list-style-type: none"> ● Community building events and parents evenings/mornings have taken place ● Increased parental engagement ● Improving survey results from parent voice
6 - Addressing low literacy levels	<ul style="list-style-type: none"> ● Year on year the percentage of children reading at Y5 or below reduces ● Literacy packages are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.
7 - Improving mathematical fluency and master	<ul style="list-style-type: none"> ● Year on year the percentage of children working at numeracy level of Y3 or below reduces ● Numeracy packages are used well and progress is evident ● 1-2-1 intervention occurs regularly and progress is measured.

Activity in this academic year

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: £31,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part time teacher support to ensure EBSA have a route back to school	EBSA agency staff 3 days per week, EBSA YP managing to enter the building and make steps to come to school. £22,000	3
Staff participation in ATTIP training – attachment active and restorative aware LWI	Staff CPD has taken place on: <ul style="list-style-type: none"> • 1x attachment refresher • 1x restorative approach £700 CPD costs Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3,4
Teacher development maths and English	Staff CPD has taken place for maths and English staff £900 courses/cover Individualised instruction EEF (educationendowmentfoundation.org.uk)	6, 7
Rewards program through Friday rewards LWI	<ul style="list-style-type: none"> • Friday rewards trips to highest achievers £8000 - weekly rewards trips Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 intervention for literacy and numeracy	1-2-1 register Progress in literacy and numeracy rising stars assessments / lexia level TT Rockstars £900 Twinkl £300 Literacy materials £800 One to one tuition EEF (educationendowmentfoundation.org.uk)	1,6,7
To integrate students who are on a bespoke offsite package into school to support with learning	Back to school plan delivered by EBSA tutor Most children are making steps back to school (using micro steps measure) EBSA tutor £20,000 (incl. in first costing) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £35'935

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured individual and/or group sessions with external professionals or teaching staff focussing on overcoming specific SEMH barriers lwi	Register of SEMH interventions for individuals, groups and support plans. Reduction in concerning behaviours in targeted students £16,000 therapeutic partners/resources Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
Uniform support	CPOMs logs of who receives uniform bundles Improved attendance figures £1,535 School uniform EEF	1,6
Outdoor Education social capital trips take place	Weekly outdoor education trips take place for all students Social development tracker in place and up to date Costs include museum entrance, Beamish etc. £6,000 Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5
Counselling sessions	1 day per week external counselling sessions targets those struggling £12,000	1
Parental engagement sessions 6x per year	Parent community building sessions take place and are well attended to ensure parents are aware of how to support their child in education and SEMH development £400 Parental engagement EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £69,535

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning

All staff completed 3x twilights on attachment and trauma. It was a school appraisal target for the year. Leaders received additional training. 1x session delivered by educational psychologist, 2x sessions facilitated by local authority.

Full scrutiny of the school day through a trauma lens resulted in changes to how we do things such as modifying the start of the day to make it more attachment friendly.

Break out spaces refurbished and modified so fit for purpose.

Training to staff, pupils and parents on zones of regulation.

To support identified students who are struggling with the curriculum and need 1:1 support

1-2-1 literacy and numeracy sessions with TA's took place with identified pupils several times per week. 71% graduated from intervention having started to access reading at age 8+.

100% pupils achieved at least 1 qualification.

87% of students achieved English and maths qualifications.

67% of students achieved GCSE in English, and 63% in maths.

Students making good progress in all subjects studied throughout the AP programme

QEd visits have taken place to all providers.

All Yr11 AP places have resulted in useful qualifications, enhanced mental health or evidence based development of social skills which were an identified barrier in EHCP plans.

8 students accessed AP at some point in the year.

To integrate students who are on a bespoke offsite package into school to support with learning

Home tutors/EBSA tutors have worked towards reintegration with all students accessing education at home or in family hubs.

9 students accessed home tuition/EBSA tuition for some of/all of the year. 4 managed to reintegrate back into school.

To enhance students learning outside the classroom

The Meadows Milestones program was introduced which led students through a series of activities developing cultural capital and widening horizons. Timetabled lessons 3x a week for all students covered trips to the local area, museums and more.

Student voice states this is the student's favourite time of the week.

To provide clear support for families to engage students and provide enhanced support to our most vulnerable students

Additional parental events were introduced so all families had greater access to school and teachers. Events celebrated children's achievements and supported parents in giving feedback.