

Pupil premium strategy statement – Meadowdale Academy

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	192
Proportion (%) of pupil premium eligible pupils	22%
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)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R Morgan
Pupil premium lead	L Gair
Governor / Trustee lead	K Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,725

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

Our leaders and staff at Meadowdale Academy are working collectively to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to thrive.

Some disadvantaged pupils face many and complex barriers in during their education which make effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced with pupils specifically in our context, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

Common barriers to learning for disadvantaged pupils include: less support at home, especially post-pandemic, weak language and communication skills, fewer opportunities to read books outside of school, fewer resources to help with learning (e.g. laptop / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being, and this has been exacerbated as a result of the pandemic. Nonetheless, we are not complacent.

There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- to continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that they progress in-line with their peers
- to support our children’s health and well-being to enable them to access learning at an appropriate level for their stage of development
- to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

We aim to do this through:

- ensuring that teaching and learning is highly effective and adapted, as and when necessary, to meet the needs of all pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support
- a clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment
- instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them
- ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate.

Challenges

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

Challenge number	Detail of challenge
1	Some children enter the Early Years provision knowing significantly fewer words than other children, some enter with significant speech and language difficulties. This persists into KS1 for some children, and they need significant support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
2	Some disadvantaged pupils do not attain as well as their peers in some subjects.
3	Some pupils struggle to attend regularly, and some are persistently absent.
4	Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, and this needs constant reinforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support. Some require extensive pastoral support.
5	Some pupils need to experience a wealth of enrichment experiences and a wide, rich curriculum, in order to widen their horizons and unlock future opportunities.

6	Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
---	---

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
Ensure that the EYFS environment is language rich and there is a focus on developing children's vocabulary, language and communication skills, so that children and pupils have stronger language, communication, and social skills, enabling them to access the curriculum effectively.	<ul style="list-style-type: none"> The EYFS environment is language rich and sparks curiosity and interest. EYFS profile data indicates improved outcomes in communication and language compared to previous cohorts. Children and older pupils participating in early intervention programmes demonstrate measurable improvement in language development and social interaction. <p><i>Evidence: Pre and post intervention assessments, progress against individual targets</i> <i>Responsible: SENDCo, Early Years Lead</i> <i>Challenge and review: HT reviewing in pupil progress meeting. Trust leaders and governors scrutinise termly reports.</i></p>
Disadvantaged pupils achieve in-line with their peers across the curriculum, particularly so in reading, writing and mathematics.	<ul style="list-style-type: none"> High quality teaching is consistent and has a positive impact on pupil premium pupils' knowledge and understanding. Termly assessment data demonstrates that gaps between pupil premium pupils and their peers are narrowing over time in reading, writing, and maths. Pupil premium pupils demonstrate sustained improvement in core subjects, comparable to the progress of non-pupil premium pupils. <p><i>Evidence: Termly data, moderation, progress meetings.</i> <i>Responsible: HT, DHT</i> <i>Challenge and review: Trust leaders and governors scrutinise termly reports.</i></p>
Improve attendance rates for disadvantaged pupils so they are in line with or close to national expectations, enabling consistent access to learning.	<ul style="list-style-type: none"> Strategies and interventions are in place to support those pupils and families who need it the most.

	<ul style="list-style-type: none"> • Overall attendance for pupil premium pupils demonstrates a positive and consistent upward trend over time. • Rates of persistent absence for disadvantaged pupils decrease and move closer to those of their peers. • Termly attendance data demonstrates narrowing gaps between disadvantaged and non-disadvantaged pupils over time. <p><i>Evidence: Attendance data, tracking and monitoring, interventions</i> <i>Responsible: HT, DHT</i> <i>Challenge and review: Trust leaders and governors scrutinise half termly reports.</i></p>
<p>Increase participation rates of disadvantaged pupils in enrichment activities and wider school life to broaden their experiences and develop cultural and character growth and development.</p>	<ul style="list-style-type: none"> • There is a variety of extra-curricular and enrichment opportunities in place that sparks pupils' interests and taps into their talents. • Uptake of enrichment clubs and trips by pupil premium pupils increases and is broadly in line with their peers. • Disadvantaged pupils are proportionately represented in leadership roles, performances, and wider school events. • Pupil voice surveys show improved engagement and sense of belonging among disadvantaged pupils. <p><i>Evidence: Participation records, analysis, targeted / supportive intervention, stakeholder feedback</i> <i>Responsible: HT, DHT</i> <i>Challenge and review: Trust leaders and governors scrutinise termly reports and survey results.</i></p>
<p>Pupils who do not have as much of a healthy lifestyle as other and those with social, emotional, and mental health needs receive effective support so they can engage positively with learning and make strong progress across the curriculum.</p>	<ul style="list-style-type: none"> • Alongside above, participation in school events, such as sporting, and PE lessons will be monitored. • Targeted SEMH interventions show measurable impact on engagement and attainment through termly tracking. <p><i>Evidence: behaviour records, suspension and exclusion records, termly tracking, analysis of data, evidence of external partnership, academic achievement for individuals, stakeholder feedback.</i> <i>Responsible: SENDCO, HT</i> <i>Challenge and review: Trust leaders and governors scrutinise termly reports and survey results.</i></p>

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: £34, 461

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that strong and consistent practice is maintained in all classrooms.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 3, 4, 5, 6
<p>Deepen teacher's understanding of pedagogy across each curriculum by engagement with subject specialists in their field.</p> <p>Visits to a main feeder secondary to observe Y7/8 pupils from Bedlington Academy. This will be undertaken to enhance teacher's understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum.</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	1,2, 3, 4, 5, 6

<p>Wellbeing lead to work alongside pupil and staff wellbeing champions across school.</p> <p>Jigsaw PSHE and Melva teaching programmes used to provide teachers with the skills, knowledge and resources to deliver learning that improves social and emotional literacy and, consequently, improves wellbeing.</p>	EEF: Social and Emotional Learning	5,6
<p>Disadvantaged pupils who are entitled to pupil premium funding will be offered free spaces at after school clubs to enable them to access enrichment and social activities without the barrier of cost.</p>	EEF: Life Skills and Enrichment	5, 6

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

Budgeted cost: £16, 826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to learn how to employ cognitive and metacognitive strategies to support them to remember more.</p>	<p>EEF guide to improving working memory</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	1,2

Lexia	Targeted intervention programme to support reading comprehension.	1,2
NELI Intervention BLAST Intervention	EEF: Oral language interventions	1,2
Psychotherapeutic Counsellor, inclusive of art and play therapy	EEF: Social and Emotional Learning	3, 5, 6

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

Budgeted cost: £16, 438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families from the attendance team	DfE: Improving school attendance: support for schools and local authorities	3,5,6
School Trips/Visits	EEF: Life Skills and Enrichment	5, 6
Milk	DfE: School Milk Scheme Strategy	6
Uniforms	DfE: Education (Guidance about Costs of School Uniforms) Act 2021	3,5,6
Music SLA	EEF: Life Skills and Enrichment	5, 6
Ed Psych SLA	EEF: Social and Emotional Learning	5,6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £67, 725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- All children received specific individual support with core intervention sessions. This targeted provision was successful in enabling pupils to catch up with other pupils if they had fallen behind and for others, the progress accelerated further.
- There was a slight variation in attendance between disadvantaged and non-disadvantaged pupils, but this was an improvement from last year.
- Sustained improvements were evident for our disadvantaged pupils.
- Enrichment activities have continued to support children in the wider curriculum and to support their talents and interests.
- Investment in emotional well-being and mental health ensured children and families have been well supported. School led emotional support sessions continued to provide pupils with intervention to support their mental health and wellbeing.
- Enhanced transitions for pupils moving key stages or to secondary school were effective. They ensured continuity for children and were an important foundation for future learning.
- Continuous professional development on evidence-based classroom approaches is building upon staff knowledge, developed teacher techniques, and strengthening embedded practices.
- Educational visits and visitors into school were welcomed by pupils and families. This has widened pupil experiences and knowledge, in addition to building self-confidence, fostering a sense of teamwork and community.

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
Lexia Core 5 Reading	Cambium Learning
BLAST	BLAST Programme Ltd
NELI	Oxford Education

