Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Kings Meadow Primary
Number of pupils in school	176 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	40% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Spring Term 2026
Statement authorised by	Mr. David Walker
Pupil Premium lead	Mrs. Sandie Lineton
Governor lead	Mr. David Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,355
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	£ 107,355

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Kings Meadow Primary School, our intent for pupils eligible for Pupil Premium funding is to support them in achieving excellence across all areas of learning, academic, emotional and social. Through rigorous monitoring and assessment, we use a detailed understanding of each child's progress and personal development to inform decision-making, enhance the quality of teaching, and provide effective, timely intervention. All staff access high-quality CPD to ensure they can deliver targeted support that closes gaps in attainment and meets pupils' wider emotional and social needs. We are committed to offering a range of enrichment opportunities for all Pupil Premium children and to removing any barriers that may hinder their learning or limit their potential.

Challenges

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

Challenge number	Detail of challenge
1	A number of Pupil Premium children enter school with lower basic communication & language and numeracy skills than their peers, which affects their attainment across other areas of the curriculum (in both EYFS, KS1 and KS2)
2	A number of Pupil Premium children have mental health, emotional needs and physical needs (e.g. toileting and behaviour in EYFS) which are a barrier to learning and engagement.
3	Attendance rates and punctuality for children eligible for Pupil Premium funding can be an area of concern for some individuals, which affects their readiness to learn and attain well.
4	Some Pupil Premium children have limited life and first-hand experiences of the world and lack engagement in extra-curricular activities.
5	Many Pupil Premium children also fit into other vulnerable groups e.g. SEND

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
Pupil Premium children will have full access to the curriculum and make expected or greater progress.	-Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. -Pupil Premium children will be closely monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress. - Identified Pupil Premium children will receive targeted intervention to address their specific needs in reading, writing and maths. - Pupils will reach the expected standard in phonics check at the end of Year 1. - Pupils will reach or surpass the expected standard in end of KS2 SATs. -Pre-teaching and same day intervention to accelerate progress and close gaps for Pupil Premium children in phonics, writing and maths, as required. - Staff development of EdShed, Lexia, Maths (IXL) interventions, etc. Leading to improvements in teaching and learning and an increase and improvement in reading, writing and maths progress and attainment. - Use of TT Rockstars and Arithmagicians to motivate Pupil Premium children to develop maths basic skills. - Development of Early Number Maths intervention to develop basic maths skills in Reception, Year 1 and Year 2. -Staff training and introduction of Y4&5 Mastering Number.
Pupils mental health, emotional and physical needs will be supported so they are able to access the curriculum and engage in learning.	- Attachment & Trauma Sensitive Setting Award inc. training for all staff during the year (Silver Award) -Sefton Mental Health Team (SMHT) will be used to support children's emotional needs, individually and in groups.

	- SMHT will provide parent / carer workshops on 'The Anxious Child' and other conditions. -P.S.H.E. curriculum will incorporate learning strategies for regulating and managing emotions. - Implementation of Team Around the School (TAS) will provide necessary mental health support if required. - School development of the NHS School Pledge to improve health outcomes for pupils and their families.
Pupil Premium children will have good attendance and punctuality and families will understand its importance in maximising progress and attainment.	- Our Pastoral Lead, SLT, Team Around the School (TAS), Sefton Attendance & Welfare will work with families where attendance is a concern - Strong relationships between school (SLT / Pastoral Lead) and Pupil Premium families result in pupils attending more regularly. - Develop Attendance Meeting process to support and challenge families with persistent absentees. - DfE National Breakfast Programme to continue to offer Pupil Premium children a healthy breakfast on entry to classrooms each morning.
Pupils engage in enrichment activities on offer	- A wide range of extra-curricular activities will be offered and subsidised (if payment is required) for Pupil Premium children. -Discounts and subsides will be made for Pupil Premium families for trips, visits, residentials, etc.
Pupil Premium children that fit into other vulnerable groups (e.g. SEND) have access to our full curriculum offer and their needs will be supported.	-Pupil Premium children will be identified on the SEND / Inclusion register. -Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. -Pupil Premium children will be closely monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress. - Identified Pupil Premium children will receive targeted learning interventions to address their specific needs in reading, writing and maths (Lexia, IXL Maths, etc.).

	- More Able Pupil Premium children will receive additional curriculum opportunities as they become available, inc. careers education, debating, etc.

Activity in this academic year

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: £ 57,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support whole school phonics, reading and writing and maths strategies	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium	1,5
Training in Attachment & Trauma Led approaches (Silver Award) with Jenny Nock.	As above.	1,5
Support staff will have regular training. SENDCo to identify training needs and provide CPD opportunities (e.g. Oracy / Maths)	Effective training will support the team to continue to be successful in their role and support the needs of children.	1,5
Funding for experienced teaching assistants to support learning across the phases. Staff will work with teachers to support learning / interventions in Maths and English. TAs will also deliver planned interventions (IXL Maths / Fresh Start Phonics / Lexia / Reciprocal).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1.5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for reading, writing and maths. Pre-teaching Same-day maths catch up Lexia Reading Intervention IXL Maths Intervention	EEF evidence: High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5
School-Led interventions to continue for selected Pupil Premium children requiring intervention in maths and English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,5
Pupil progress meetings held termly to ensure progress of Pupil Premium children is monitored and is at least good	Regular review of progress will ensure children are identified for extra support/intervention if progress isn't being maintained	1,2,5
One to one and small group phonics intervention (RWInc, Fresh Start RWInc & Lexia)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,5
Small group EYFS oral early language interventions e.g. WellCom & Chattie Bats	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,5
Additional release time for subject leaders to support the development of the CRACKING curriculum and pedagogical approaches employed across the school	EEF evidence: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,5

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

Budgeted cost: £ *30,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENDCo / Mental Health Lead to support families with high need SEND and Pupil Premium children. Including training and support for both children and parents / carers	https://sandbox.educationendowment foundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	2
Continue National Breakfast Programme and offer to all Pupil Premium children	Pupil premium children will have a more consistent start to the school day, impacting their attitude, behaviour, emotions and engagement in learning positively.	2
SLT / Pastoral Lead to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with A&W re. pupils. Development of Attendance Meeting Process	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. Participation in Beacon School (DfE) Attendance Hub & SLP Attendance Initiative, see www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully.	2
All PP children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This includes after-school clubs and subsidised access	Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit	4

to the CHET residential for Year 5&6 PP children		

Total budgeted cost: £ *107,355*

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.

Attainment

Attainment for disadvantaged pupils at Kings Meadow Primary School continues to show strong improvement across core subjects. In 2024–25, **73%** of Pupil Premium (PP) pupils achieved the expected standard in reading (Whole cohort, 88%), **80%** in writing (Whole cohort, 89%) and 76**%** in maths (Whole Cohort, 81%). These outcomes demonstrate that PP pupils are achieving well and, in some subjects, performing close to or in line with their peers.

Phonics outcomes remain a strength, with **84%** of PP pupils meeting the expected standard compared with **88%** across the whole cohort. In EYFS, **40%** of disadvantaged pupils achieved a Good Level of Development (GLD), compared with **65%** for all pupils. Although the GLD gap remains, targeted early language and communication support has begun to show positive impact, informing priorities for next year.

Progress

Progress evidence indicates that disadvantaged pupils made expected and often better-than-expected progress in reading, writing and maths across all classes. High-quality teaching, precise assessment and targeted intervention have ensured that PP pupils are able to make strong gains from their starting points, particularly in reading and writing.

Attendance

Attendance for disadvantaged pupils improved from 90% last year to **94%**, compared with **96%** for non-PP pupils. While the attendance gap has narrowed, it remains a key priority. The persistent absence rate for PP pupils stands at **19.7%**, compared with **11.1%** for non-disadvantaged pupils. Strengthened family support, early intervention strategies and consistent communication will continue to focus on reducing persistent absence further.

Behaviour and SEMH

Behaviour continues to be a strength at Kings Meadow. Our school culture, grounded in strong relationships and clear expectations, promotes consistently exemplary behaviour from all pupils, including those eligible for Pupil Premium. Staff work proactively to remove barriers to learning, ensuring that disadvantaged pupils feel safe, supported and ready to learn.

Support for social, emotional and mental health (SEMH) needs remains highly effective. Work towards achieving the Silver Attachment & Trauma Informed Award has had a positive impact across the school, improving emotional literacy, resilience and regulation

for identified pupils. Pastoral support, nurture groups and tailored pastoral provision, including TAS, have contributed to improved engagement, wellbeing and confidence.

Enrichment and Participation

Kings Meadow is committed to ensuring that disadvantaged pupils have full access to enrichment opportunities. This year, **92%** of PP pupils participated in clubs, trips or extracurricular activities, and **100%** attended the residential visit to the Crosby Hall Education Trust (CHET). These experiences have strengthened pupils' confidence, social skills and sense of belonging, supporting both academic and personal development.

Summary of Impact

Overall, outcomes for disadvantaged pupils at Kings Meadow Primary School show clear improvement across academic, pastoral and enrichment areas. Attainment continues to rise, progress is strong, attendance is improving and pupils benefit from a rich programme of pastoral and enrichment provision. The school remains firmly committed to reducing gaps further and ensuring that every Pupil Premium pupil is supported to achieve excellence academically, emotionally and socially.

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
IXL Maths Programme	IXL
Fresh Start Phonics	Read, Write Inc.
Lexia	Lexia
Spelling Shed	EduShed
Toe by Toe	Cowling
WellComm	
TT Rockstars	Maths Circle