



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery 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

Detail	Data
School Name	Meridian Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	10.8% (21 children)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Becky Snelling - Headteacher
Pupil premium lead	Becky Snelling
Governor / Trustee lead	Wayne Laramée

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
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 – 2025-2026 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

Our main objective for all our pupils in receipt of Pupil Premium funding is that they make good or better progress and achieve highly across all subjects. The focus of this strategy is to set out how we will support these pupils to achieve this goal. We will pay careful consideration to the following:

- The vulnerability of individual pupils and any barriers their home circumstances may present to them being successful in school
- That they will need quality first teaching at all times
- Additional support must be tailored to their needs and be of high quality
- Consideration will be given to SEND (inc social and emotional) together with the gap analysis so we can be sure our strategy is addressing all needs
- All teachers have responsibility for the education and progress of all pupils in their classes
- Expectations for all pupils will be high and work must be challenging and aspirational

Our plans will be flexible, proactive and based on assessment and teacher information that ensures we are able to quickly respond to additional needs as and when they may arise. There will be a rigorous review cycle that enables us to identify progress but also to make adjustments in a timely way so that learning is maximised.

Challenges

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

Challenge number	Detail of challenge
1 Improve writing outcomes	2026 predicted outcomes for disadvantaged pupils KS1 Writing = EXS 0% (2 pupils) KS2 Writing = EXS 33% (3 pupils) GDS 0% Pupils generally have weak spelling, handwriting, punctuation and grammar skills. These have been evident from Reception

2 Improve reading outcomes	2026 predicted outcomes for disadvantaged pupils: Phonics = EXS 50% (4 pupils) KS1 Reading = EXS 0% (2 pupils) KS2 Reading = EXS 33% (3 pupils) GDS 0%
3 Improve maths outcomes	2026 predicted outcomes for disadvantaged pupils: KS1 Maths = EXS 0% (2 pupils) KS2 Maths = EXS 33% (3 pupils) Y4 MTC = full marks 0%, above national average 0% (4 pupils)
4 Improve resilience and self-motivation	Most disadvantaged pupils lack resilience when faced with challenge and are compliant but lack the motivation to self-direct. Developing resilience is the most challenging as there is a correlation between low parental aspiration and the pupils' resistance to being challenged.

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
Pupils have fewer gaps in their knowledge – fewer pupils 'falling behind'	- Pupils are effectively supported with appropriate provision - TT data and assessments show pupils are on-track to achieve targets and making progress
More pupils are reaching the expected standard for their year group in R, W, M	- TT data and assessments show pupils are on-track to achieve targets and making progress - Secure knowledge of the end of year expectations is increased
Pupils are challenged and extended to a greater depth of knowledge where appropriate	- TT data and assessments show pupils are on-track to achieve GD standard and making progress
Quality of writing is improved in particular spelling, handwriting, punctuation and grammar skills.	- TT data and assessments show pupils are on-track to achieve targets and making progress - Pupils are confident writing for different purposes - Pupils write with more technical accuracy - Pupil's handwriting is improved, using a consistent, joined up style
Pupils are more confident to work independently and do not give up when faced with a challenge	- Pupils produce work that is higher quality and more quantity - Pupils learn strategies to support themselves when they face a difficulty

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2025 2026) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5530

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support quality first teaching of English and Maths with a focus on adaptations to support all pupils	Maths and English adviser support will provide CPD for all staff and subject leaders £3525 (enhanced LA support package)	1 2 3
Recruitment of experienced staff and release time for English lead	Experienced staff offer peer to peer support and they have capacity for developing curriculum, monitoring and training <i>Release time cover £1560 (1 hr per week)</i>	1 2 3
Teach Handwriting Scheme	A structured, prescribed and progressive handwriting scheme will support staff £250	1
Grammar resource	Mrs Macavity – for weekly targeted grammar ‘gap filling’ session and every morning short session £195	1

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

Budgeted cost: £16,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintained TA hours to support quality first teaching in class during mornings and to deliver 1:1 or small group additional catch-	TAs support teachers with assessment, live feedback and small group support during English and Maths lessons. Targeted structured interventions are used successfully in supporting pupils to make accelerated progress; TAs have training in a variety of interventions to support pupils	1 2 3

up/interventions sessions in the afternoons. Training to enable TAs to deliver quality teaching and interventions	<i>£8687 pm interventions</i> <i>£8116 – additional TAs am + CPD</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) time - X3 afternoons per week	ELSA works with children experiencing social and emotional difficulties providing targeted support to help them develop skills of emotional regulation, social skills, and self-esteem <i>£5087</i>	4
Cambs Therapeutic Thinking 'train the trainer' and ongoing refreshers and INSET day	Staff will maintain level of training, ensuring emotional wellbeing and mental health of children are a priority and behaviour is managed with a restorative approach with pupil needs and relationship building at the centre <i>£1000 TAs and teachers additional INSET</i>	4
CPD/release for all staff to support with emotional regulation and resilience	Staff will become confident using effective strategies to support pupils developing emotional resilience <i>£365</i>	4

Total budgeted cost: £28,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/25

Year 6 = 31 pupils PP = 3 children				
	Reading	GPS	Maths	Writing
GDS	0%	0%	0%	0%
EXS	33.3%	33.3%	33.3%	33.3%
WTS	66.7%	66.7%	66.7%	66.7%

Year 5 = 32 pupils PP = 5 children			
	Reading	Writing	Maths
GDS	0%	0%	0%
EXS	80%	60%	40%
WTS	20%	40%	60%

Year 4 = 33 pupils PP = 4 children			
	Reading	Writing	Maths
GDS	0%	0%	0%
EXS	75%	25%	75%
WTS	25%	75%	25%

Year 3 = 18 pupils PP = 2 children			
	Reading	Writing	Maths
GDS	0%	0%	0%
EXS	0%	0%	0%
WTS	100%	100%	100%

Year 2 = 24 pupils PP = 2 children			
	Reading	Writing	Maths
GDS	0%	0%	0%
EXS	0%	0%	50%
WTS	100%	100%	50%

Year 1 = 29 pupils PP = 4 children			
	Reading	Writing	Maths
GDS	0%	0%	0%
EXS	50%	25%	25%
WTS	50%	75%	75%
Phonics Check	50% of PP achieved level		

Reception = 25 pupils PP = 1 child	
Good Level of Development - GLD	0%

Pupil Premium End-of-Year Summary 2024-2025

In 2024-2025 disadvantaged children did not perform as well as their peers in all areas of the curriculum and particularly in the younger years (above data). High quality teaching and targeted intervention will be a focus in 2025 2026.

In 2024-2025 we continued to address the high levels of social, emotional and mental health (SEMH) needs identified in many PP children. Additional SEMH support, including an increased number of ELSA sessions and access to Therapeutic style interventions, is helping us close this gap. For the 2024 - 2025 academic year, PP attendance was 90.28%.

Furthermore, we worked to reduce the experiential gap by providing subsidised access to music lessons, PE multisport clubs and school trips. These opportunities were frequently highlighted as highlights of the year by PP pupils during pupil voice sessions, demonstrating the value of these experiences in fostering a sense of inclusion and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.