

Pupil Premium Strategy Statement 2025-2026 Meppershall Church of England 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 | 217 |
| Proportion (%) of pupil premium eligible pupils | Disadvantaged 17.1 % |
| Academic year/years that our current pupil premium strategy plan covers | 25/26 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Margaret Newman |
| Pupil premium lead | Margaret Newman |
| Governor / Trustee lead | Mr P Moore |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £56,055 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil Premium Strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this success across the curriculum regardless of ability. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are considered disadvantaged or not. Using the EEF tiered approach; quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support academically and pastorally. We have used the Education Endowment Fund guidance to drive our Pupil Premium provision alongside other academic research on inclusion. The targeted approaches we have chosen to use are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our overarching strategy allows for an approach that will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment through our work with parents and other stakeholders, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

With a core belief of inclusion throughout the school, the school uses academic research to ensure barriers are removed for all learners. For Pupil Premium students this includes a 'universal design for learning'(CAST 2018), communication friendly spaces (Jarman, 2009), and the school operates as an Attachment Aware School (<https://bit.ly/39Q4Asr>) and Trauma Informed School (<https://www.traumainformedschools.co.uk/>).

The ultimate objective is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

The school is acutely aware of the current Cost of Living Crisis and how this is affecting many families nationally. The school is committed to supporting our students and their parents/carers through this period and is always seeking additional provision (financial and SEMH) being made available and sourced through local/national funding to help support our

families.

The school has used the EEF 5 point plan to develop and sustain an effective pupil premium strategy. Using a wide range of data to diagnose pupils' needs and identify barriers (including attendance data, attainment and progress data, achievement and behaviour data, feedback from staff, students and families alongside research and curriculum information). The EEF provides strong evidence for our strategy alongside research regarding inclusion, attachment, and trauma. The tiered approach has guided our delivery of the strategy. The school has developed more robust measures to monitor and track impact of interventions. This will be reviewed throughout the year and modified where appropriate. SLT and governors have reviewed this strategy to ensure key stakeholders understand their role in the strategy. Training and support information is given regularly to all staff regarding Pupil Premium.

Context:

Our school is a recently transitioned Primary School with sites (Reception to Year 4 (one form per year group) based in Meppershall and Year 5 & Year 6 (two form per year group) based on site at Henlow Church of England Academy) following the government initiative of moving Central Bedfordshire from a 3 tier system to a 2 tier system. This is still causing turbulence in Central Bedfordshire particularly in our area (Shefford/Stotfold) where some schools have transitioned and others have not yet.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Due to the current climate of change of age range of school phases in Central Bedfordshire, the school has noted a high mobility of Pupil Premium students transitioning into the school. In the year 23/24, 11 of the 12 disadvantaged students joined us during Y5 or Y6. This equated to 5 in year 5 and 6 in year 6 (including 2 in April of Year 6). This pattern for the 24/25 cohort is similar and is following the same in 25/26. |
| 2 | Attendance Our attendance data for 24/25 shows, on average, our Pupil Premium (disadvantaged) student's attendance is below National figures for students who do not qualify for Pupil Premium. The same is true for Persistent Absence of Pupil Premium (disadvantaged) students. |
| 3 | On entry to school, pupil premium students profile, on average, as working |

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| | below age related expectations (through KS1 SATs results and GL baseline testing). |
| 4 | <p>Student engagement in whole school activities. We have found a number of our disadvantaged students do not all engage in clubs and activities available to them</p> <p>We ensure Pupil Premium access extra-curricular activities, engage with the school community to ensure they feel a sense of belonging.</p> |
| 5 | <p>Cost of living - access to education barriers</p> <p>The National cost of living crisis has had a significant impact on our disadvantaged students with considerably more families accessing uniform support, food bank referrals and general support requests.</p> |
| 6 | A high percentage of our Pupil Premium students are profiling with SEMH needs. |

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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| <p>Attendance - Pupil Premium students attendance is in line with non-pp students aspirations (School target 96%)</p> <p>Reduce the number of Pupil Premium students who are classed as Persistent Absent</p> | <p>Pupil Premium students on average achieve school target of 95%</p> <p>Number of students who are classed as persistent absentees reduces</p> |
| Pupil Premium students on average make more than a year's progress in an academic year in Maths and English | GL data in English and Maths will show a positive value (above 0) on average standardised age score progress |
| Disadvantaged students perform at the same level Nationally as Non-disadvantaged students on National Primary Testing | Published figures illustrate that these students attainment scores are in line with non-disadvantaged. |
| Pupil Premium students fully embrace all the opportunities onsite at Meppershall Academy and Henlow Academy | <p>PP students engage in at least one extra-curricular activity a term</p> <p>PP students attend trips/events planned for their year group during school time</p> |
| Pupil Premium families feel they can allow | All PP students fully access any lessons with a |

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| their child to fully engage with school without financial barriers | cost involved. PP students fully engage in trips and events that take place during school time |
| Pupil Premium students have a wealth of resources and support provided to support their Social, Emotional and Mental Health needs | Testing to assess pupils SEMH needs at the beginning of the year will show data improves by the end of the year Successful programmes of intervention to support ACE's |
| Provide successful support for in year transition for Pupil Premium students | Feedback from students and families Students transition successfully (seen in attendance data, attainment progress, achievements and behaviour) |

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: £8,555

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD Internally and externally Including a 2 year programme - SSAT - Embedding Formative Assessment Programme Focused on positive behaviours for learning (strategies) and enabling metacognition. (currently in its 2nd year) | Continue to develop and improve Quality First Teaching for all (EEF Toolkit +7) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment (EEF toolkit +2) Strategies of how to target and support PP pupils in class shared including focus on feedback and meta-cognition. (EEF +6) https://researchschool.org.uk/hisp/news/my-metacognition-takeaways Collaborative Learning Approaches (EEF +5) | 1,2,3,6,7 |

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| <p>Internal additional CPD calendar for staff.</p> <p>Magic Weaving focused document work.</p> <p>Trauma Informed Training and Attachment Aware Training.</p> <p>NPQ programme - staff members either completed or currently doing courses</p> <p>Learning Behaviours focus (including achievements)</p> | <p>Metacognition and self-regulation (EEF +7)</p> | |
| <p>SLT to analyse PP data and implement support for staff through CPD, meetings and resources. SLT to discuss individuals as appropriate with staff.</p> <p>Underperforming disadvantaged students contacted early by teachers</p> <p>Increase awareness of PP pupils. Different initiatives being run for PP pupils including events, trips.</p> | <p>Individualised instruction (EEF +4)</p> <p>Feedback (EEF +6)</p> <p>Relationship and understanding needs. (Trauma and Attachment Aware)</p> | 1,2,3,4,5 |
| <p>Experienced members of staff with proven data track record for targeting these pupils and pupils at risk of not achieving the expected standard.</p> | <p>Individualised instruction (EEF +4)</p> <p>Relationship and understanding needs. (Trauma and Attachment Aware)</p> | 1, 2,3,7 |
| <p>Several times during the year teachers go</p> | <p>EEF 5 point strategy - identify/ diagnose needs of students. Using evidence to support this.</p> | All |

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| <p>through and identify targets and any need for support. Work with SLT to implement if not possible through Quality First Teaching.</p> <p>Feedback and liaise with parents for support.</p> | <p>Relationship and understanding needs. (Trauma and Attachment Aware)</p> <p>Parental Engagement</p> <p>EEF +4</p> | |
| <p>Supporting Reading comprehension and phonics (Essential Letters and Sounds phonics)</p> <p>Reading corners, access to books. LSA's to support class teachers with Reading/Phonics programme and target those not at expected level.</p> | <p>Phonics and Reading comprehension</p> <p>EEF +6</p> | 2,3 |
| <p>GL Testing Tracking and monitoring of pupils through Y3-Y6</p> <p>Progress – academic and pastoral</p> <p>English, Maths and Science Standardised tests allow for an accurate nationally measured progress measure to take place.</p> <p>Use of data to inform teaching, feedback and planning.</p> | <p>EEF 5 point strategy</p> <p>Step 1 Diagnose your pupils' needs</p> <p>Step 2 Use strong evidence to support your strategy</p> | 1,2,3,6,7 |
| <p>Mastery Learning -</p> <p>White Rose Maths</p> <p>Enigma Maths Hub</p> | <p>EEF +5</p> <p>Mastery approach challenges all pupils and ensures that support is given appropriately</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/mastery-learning</p> | 2,3 |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---------------------------------------|
| Member of staff to contact all PP parent when not in school. Build a relationship with Persistent Absentees PP families. Focus on pupils with low attendance(SEMH linked) for disadvantaged pupils is below non disadvantaged within the school and National non-disadvantaged pupils. | Parental Engagement EEF +4 Behaviour interventions EEF +4 Social and Emotional Learning EEF +4 | 1 (and potentially all challenges) |
| Phonics Programme - Essential Sounds and Letters | Recognised phonics programme (EEF Toolkit +5) For many disadvantaged pupils there is a literacy gap even by the age of 4. Evidence to support that success is linked to reading age. | 1,2,3,5 |
| Targeted Pre-teaching of small groups to support learning | Small Groups/Individual Intervention EEF +4/+5) | 1,2,3 |
| Admin Support for PP Complete Admin work regarding intervention and track impact. Report findings to PP Lead. Lead communication to PP families | EEF 5 point strategy Step 4 Deliver and monitor your strategy Behaviour Interventions EEF +4 Parental Engagement | 1,3,4,5,6 |

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| Source support for Cost of Living Crisis. Compile publications of support to be communicated to parents e.g SEMH | EEF +4 | |
| Mindfit Outsourced to a company who work with small groups of pupils to focus on attendance, SEMH, resilience, anger management etc | Behaviour Interventions EEF +4 Social and Emotional Learning EEF +4 | 1,3,4,6 |
| Horse Therapy Targeted at PLAA, SGO and CLA predominantly. Equine Therapy to support pupils dealing with a variety of attendance or SEMH issues | Behaviour Interventions EEF +4 Social and Emotional Learning EEF +4 | 1,3,4,6 |
| Counsellor Trauma/Bereavement | Behaviour Interventions EEF +4 Social and Emotional Learning EEF +4 | 1,3,4,6 |
| Support Young Carers – SEMH and academic Young Carers club Homework Club- young carers targeted to attend. Also make staff aware of these pupils. Many of the Young Carers at the school also fall under a Pupil Premium category as well. Many of these pupils do not have the support at home to do homework, they may have to support an adult or another child in the | Behaviour Interventions EEF +4 Social and Emotional Learning EEF +4 | 1,3,4,6 |

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| home. This club offers additional support for these pupils. | | |
| Work with local RAF Henlow to support pupil needs. Purple Club - lunchtime club for forces and ex-forces pupils Purple Club Trips -to build and establish relationship and an awareness of other forces pupils in the school From Service Premium Funding to offer additional support for pupils where necessary SEMH support | Behaviour Interventions EEF +4 Social and Emotional Learning EEF +4 | 1,3,6 |

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

Budgeted cost £12,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Regular meetings by SLT. Targets well-being and understanding of pupils SEMH | EEF 5 point strategy Step 1 Diagnose your pupils' needs Step 3 Develop your strategy Step 4 Deliver and monitor your strategy | All |
| Breakfast Club (Free for disadvantaged pupils) and Year 5 and Year 6 Homework Club (free for all) | Homework EEF +5 Parental engagement EEF +4 Cost of living support | 1,3,4 |
| Access to curriculum and extracurricular | Access for all pupils to education | 1,3,4,5,6 |

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| Trips, music lessons, sports club subsidies | | |
| Access to school – curricular and extra-curricular activities Second hand uniform (Brand new quality) availability. Purchasing of additional resources when required Food Bank referral from school | Access for all pupils to education. | 1,3,5 |
| Increase the number of disadvantaged pupils attending extra-curricular activities. | <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/arts-participation (Arts participation +3 EEF toolkit)</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity (Physical activity clubs +1 EEF toolkit)</p> | 1,3,5 |
| Parental Engagement (and School communication) more accessible access to Pupil Premium families | https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement (+4 EEF toolkit) | 4 (and all challenges to some extent) |

Total budgeted cost: £56,055

Part B: Review of the previous academic year (3 year review of strategy)

Outcomes for disadvantaged pupils

| Challenge Number | Detail of Challenge | Intended Outcome and Success Criteria | Actual Outcome Evidence Next steps |
|------------------|---------------------|---------------------------------------|------------------------------------|
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| 1 | <p>A small number of children in receipt of PP are not making expected progress and the need to enhance educational support and provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.</p> | <p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school. Pupils will make good progress across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. Seen in KS2 results.</p> | <p>KS2 Results 23/24 Disadvantaged(National)</p> <p>Reading 66.7% (74%) Writing 75% (72%) Maths 41.7% (73%) Combined 41.7% (61%)</p> <p>Next steps: Focus on Maths through Maths mastery Focus on Y5/Y6 transition and identify early any gaps in learning</p> |
| 2 | <p>To continue to monitor and compare the educational progress, specifically on entry to EYFS, between some PP children and non PP children. To improve communication and language skills.</p> | <p>Improved oral skills will have a direct impact on children's writing skills. Children will receive early diagnosis of any Speech and Language needs and intervention will close the Communication, Language and Literacy gap (CLL)</p> | <p>Improved communication with Early Years Setting (now part of the trust) Liaison between staff has enabled early identification of S&L difficulties. Early year advisor has supported to prepare pupils for school. Staff who work with PP children have bridged the gap to Early Years. (sharing of staff to support vulnerable pupils to settle sooner.</p> |
| 3 | <p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p> | <p>Children's well-being needs are met and supported to ensure they are attending school and able to access high quality teaching and targeted interventions where needed to support them in making progress. Children</p> | <p>SSAT Feedback project (1st year of 2 completed) Lego-based therapy training for staff Speech and Language CPD for staff Interventions - Mindfit, Horse Therapy, Boxing, Counselling, Phonics, Pre-teaching</p> |

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| | | have equal access to 4 extra-curricular provisions and offer support through funded clubs, trips and visitor experiences. Attendance at clubs, interventions and trips | Next steps: Continue with SSAT programme (2nd year) Continue to develop the intervention programme. |
| 4 | Cost of living crisis (National) | Supporting our families both Pupil Premium and Non Pupil Premium through the Cost of Living crisis | All students to be able to access the whole curriculum Next steps: Continue with this programme of support |

Externally provided programmes

| Programme | Provider |
|------------------------|----------------------|
| Equine (Horse) Therapy | Equine Horse Therapy |
| Mindfit | Mindfit |
| Counselling | Jigsaw. SALT. |
| English Hub | English Hub |
| Maths Hub | Enigma Maths Hub |
| Embrace | Embrace Centre |