

MEADOWCROFT SCHOOL POLICY
Pupil Premium policy
MC 097

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Pupil Premium Statement – Meadowcroft School

Pupil Premium is additional government funding for pupils who are either looked after children or considered to come from disadvantaged backgrounds, such as those eligible for Free School Meals. This funding is designed to boost learning, helping to close the attainment gap and enable all pupils to reach their full potential.

Research shows that schools achieve the best outcomes for disadvantaged pupils through high-quality teaching, strong leadership, a relevant and coherent curriculum, high expectations, and targeted catch-up and enrichment activities. Supporting pupils in core skills helps those from disadvantaged backgrounds to catch up with their peers. Schools also play a crucial role in helping parents support their child's learning and behaviour, understand the range of opportunities available, and guide their child towards achieving their aspirations.

How Pupil Premium Funding is Used

Pupils eligible for Pupil Premium funding at Meadowcroft School may benefit from one or more of the following:

- 1:1 intervention for literacy and numeracy
- Alternative curriculum provision (e.g., alternative PE groups)
- Purchase of equipment or software to support learning
- Revision guides
- Behaviour support
- Targeted interventions

Funding amounts vary between local authorities.

Key Principles for Using the Pupil Premium Grant at Meadowcroft School

1. **Commitment to Progress:** Meadowcroft School is committed to raising the achievements of Pupil Premium pupils. Eligible pupils are expected to make faster progress than non-eligible pupils.
2. **High Expectations:** Pupil Premium eligibility is never equated with low ability. The school aims to bring out the best in every pupil and support them to achieve the highest levels.
3. **Comprehensive Support:** The school provides a package of support addressing barriers such as attendance, behaviour, external factors, language acquisition, parental engagement, literacy and numeracy development, first-hand experiences, and professional development for staff.
4. **Data-Driven Approach:** Assessment systems track pupils' progress in Reading, Writing, and Maths, identifying underachievement and its causes.
5. **Targeted Interventions:** Resources and interventions are directed to accelerate progress and close attainment gaps.

6. **Leadership Oversight:** The Head of School maintains a clear overview of funding allocation and its impact on pupil outcomes each term.
7. **Staff Accountability:** Operational Leads, class teachers, and phase leaders are aware of eligible pupils and share responsibility for accelerating their progress.
8. **Governance:** The Local Governing Body is ambitious for all pupils and monitors the school's effectiveness in closing attainment gaps.