

MEADOWCROFT SCHOOL POLICY
Pupil Premium Statement
MC 097

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Owner Name	Gavin Hosford
Owner Job Title	Executive Headteacher

Pupil Premium Statement – Meadowcroft School

Introduction

Pupil Premium is additional funding intended to improve educational outcomes for disadvantaged pupils. At Meadowcroft School, we are committed to ensuring that disadvantaged pupils are supported to achieve positive educational outcomes, make strong progress from their individual starting points and access the same opportunities and aspirations as their peers.

Pupil Premium funding is allocated according to eligibility criteria determined by the Department for Education (DfE). These include pupils who are eligible for free school meals, or have been eligible during the relevant qualifying period, previously looked-after children and, through arrangements administered by the Local Authority, looked-after children. Separate Service Pupil Premium funding is available for eligible children from service families.

Meadowcroft recognises that disadvantage does not determine a pupil's potential. We therefore seek to identify and address the specific barriers experienced by individual pupils rather than making assumptions based upon their Pupil Premium status.

Our Approach

Meadowcroft takes an evidence-informed approach to the use of Pupil Premium funding. We recognise that high-quality teaching and a strong, inclusive curriculum are central to improving outcomes for disadvantaged pupils, alongside targeted academic support and wider strategies that address barriers to learning, attendance, engagement and wellbeing.

Given the specialist nature of Meadowcroft, progress and impact will be considered in relation to each pupil's individual starting points, needs and intended outcomes. This may include academic attainment and progress alongside improvements in attendance, engagement, communication, independence, preparation for adulthood and readiness for the next stage of education, training or employment.

How Pupil Premium Funding is Used

Meadowcroft will use Pupil Premium funding in accordance with the current DfE conditions of grant and guidance. Decisions about expenditure will be informed by identified need, evidence of effective practice and the barriers to education experienced by disadvantaged pupils.

Funding may be used across the following broad areas:

- **High-quality teaching** – including professional development, curriculum development, assessment and approaches designed to improve the quality of teaching and learning.
- **Targeted academic support** – including structured interventions, literacy and numeracy support, tutoring and other approaches designed to address identified gaps in knowledge, skills or learning.
- **Wider strategies** – including approaches to improve attendance, engagement, behaviour, wellbeing, belonging, parental engagement, access to enrichment and preparation for adulthood.

The precise use of funding will be determined through the school's annual Pupil Premium Strategy and will reflect the needs of the current cohort.

Key Principles

1. High Expectations

Pupil Premium eligibility will never be equated with low ability or low expectations. Meadowcroft maintains ambitious expectations for every pupil and seeks to enable disadvantaged pupils to achieve the best possible outcomes from their individual starting points.

2. Individual Need

Disadvantaged pupils are not a homogeneous group. The school will identify the individual barriers experienced by pupils and ensure that support responds to identified need rather than eligibility alone.

3. High-Quality Provision

High-quality teaching, an appropriate and ambitious curriculum and positive relationships are central to improving outcomes. Pupil Premium funding will complement, rather than replace, the provision pupils are entitled to receive through their EHCP.

4. Evidence-Informed Practice

Decisions about the use of Pupil Premium will be informed by evidence, professional knowledge of pupils and ongoing evaluation of impact.

5. Removing Barriers

The school will consider barriers including, but not limited to, attendance, literacy and numeracy, communication, engagement, emotional regulation, wellbeing, family circumstances, access to enrichment and preparation for adulthood.

6. Measuring Impact

The school will evaluate the impact of its Pupil Premium strategy using appropriate quantitative and qualitative information. Measures will reflect the needs of Meadowcroft pupils and may include attainment, progress, attendance, engagement, behaviour, wellbeing, independence, destinations and preparation for adulthood.

7. Equity and Inclusion

Pupil Premium funding will be used to improve outcomes for disadvantaged pupils. Where appropriate and permitted by DfE guidance, approaches may benefit a wider group of pupils where this supports the intended outcomes for disadvantaged pupils.

Leadership and Accountability

The Executive Headteacher retains overall accountability for the effective use of Pupil Premium funding. Operational oversight may be delegated to an identified senior leader, who will ensure that:

- barriers to achievement for disadvantaged pupils are identified and understood;
- expenditure is aligned with identified needs and the school's wider improvement priorities;
- the impact of funded activity is monitored and evaluated;
- staff understand their responsibility for improving outcomes for disadvantaged pupils; and
- statutory reporting and publication requirements are met.

Staff Responsibilities

All staff share responsibility for maintaining high expectations and improving outcomes for disadvantaged pupils. Teachers and relevant staff will know which pupils are eligible for Pupil Premium, understand the barriers that may affect their education and contribute to the implementation and evaluation of appropriate strategies and interventions.

Information relating to Pupil Premium eligibility will be handled sensitively and in accordance with the school's data protection and confidentiality arrangements.

Governance and Scrutiny

Appropriate governance and organisational oversight will provide challenge and scrutiny in relation to the school's Pupil Premium strategy, including how funding is used and the impact achieved for disadvantaged pupils.

School leaders will ensure that those responsible for governance and oversight receive appropriate information about the school's strategy, expenditure and evaluation of impact.

Monitoring and Evaluation

The impact of the Pupil Premium strategy will be reviewed regularly through the school's established quality assurance and school improvement processes.

Evaluation will consider whether funded activities are having the intended impact and whether changes are required. Where an approach is not demonstrating sufficient impact, leaders will consider whether it should be adapted, replaced or discontinued.

Evaluation will take account of the complex and individual needs of Meadowcroft pupils and will avoid relying upon a single measure of success.

Publication and Reporting

Meadowcroft will comply with current Department for Education requirements relating to Pupil Premium reporting and publication.

Where required, the school will publish an annual Pupil Premium Strategy Statement on its website using the current DfE template. The statement will set out the school's identified challenges, intended outcomes, planned use of funding and evaluation of the impact of the previous year's strategy.

The strategy will be reviewed and updated annually in accordance with DfE requirements.

Related Legislation and Guidance

This policy should be read alongside current Department for Education guidance and requirements, including:

- Pupil Premium: conditions of grant;
- Using Pupil Premium: guidance for school leaders;
- Pupil Premium Strategy Statement template;
- relevant Department for Education guidance relating to disadvantaged pupils, attendance and educational outcomes; and
- Meadowcroft School's School Improvement Plan and relevant curriculum, attendance and inclusion policies.

This policy will be reviewed annually and updated where necessary to reflect changes to Department for Education guidance and funding requirements.