



Meadow Park School Pupil Premium Strategy Statement 2025-26 and Review of Outcomes 2024- 2025

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	Capacity: 140
Proportion (%) of pupil premium eligible pupils. Meadow Park has a mobile population so this % changes regularly.	82% of all pupils on roll are eligible for Pupil Premium. We receive Pupil Premium for 44% of our pupils.
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published.	September 2025
Date on which it will be reviewed.	September 2026
Statement authorised by.	J. Cleary
Pupil premium lead.	R. Millsip
Governor / Trustee lead.	D. Lang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,170
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£85,170



Part A: Pupil premium strategy plan 2025-2026

Statement of intent

Meadow Park is a supportive and nurturing Pupil Referral Unit- that caters for children from year 1 to year 11- in the heart of Knowsley. The school provides a secure, safe and enriched learning environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes the values of patience, guidance and determination encouraging our pupils to make positive choices academically, socially and emotionally.

Our aim is to use Pupil Premium funding to achieve and sustain positive educational and personal outcomes for our pupils who are experiencing disadvantaged circumstances. We are aware that the majority of our pupils come from socioeconomically deprived backgrounds, likewise, we are aware that many of our pupils have also experienced adverse childhood events and significant trauma. Many of our pupils have experienced the adverse trauma of being permanently excluded and all of them have experienced significant disruption to their learning.

Mobility:

Due the high levels of mobility within the school exact percentages and entitlement will fluctuate across the year and therefore explain any differences in percentages from external data. The proportion of pupils joining and leaving the school other than the start or end of the academic year is significantly above average. There are also a significant number of pupils who stay for short periods on behaviour panel or commissioned places as well as those who return to mainstream settings or move onto specialist education settings.

Research:

The Education Endowment Foundation and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, self-regulation and academic interventions – all of which score highly on the EEF Toolkit. We believe quality teaching helps every child. Meadow Park continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following



1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop the practice of colleagues and early career teachers
2. Targeted academic support based on accurate diagnostic assessment of need linking closely with classroom teaching
3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school. There is also an emphasis on the personal development of disadvantaged pupils, both within lessons and in a wide range of enrichment activities inside and outside school.

Barriers to Learning:

The school's Leadership Team continually looks at ways to improve the life chances and outcomes of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas:

- Academic attainment and outcomes
- Progression to further and higher education
- Training and employability
- Personal Development
- Vulnerability to criminal exploitation

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality: We know that our pupils generally have poor attendance when they come to us, particularly our PP pupils. An overwhelming number of pupils are classed as Persistent Absentees.
2	Self-belief, Resilience and Confidence: The great majority of pupils have demonstrated persistently disruptive and challenging behaviour in their previous setting. They demonstrate highly negative attitudes towards school and education. Many of our pupils have been exposed to adverse childhood experiences and/or traumatic events.
3	Limited experiences of life outside immediate environment: Due to the adverse socio-economic background of our pupils they have not had the opportunities to experience social, cultural and sporting activities outside of school.



4	Low baselines of attainment on entry to school: Internal and external assessments of pupils indicate that the majority of our cohort are working considerably below age-related expectations in Maths, English and other core subjects.
5	Language and communication: We are aware that many of our pupils have significant difficulties with speech, language and communication. We are also aware that an increasing number of our pupils present with behaviours which may indicate ASC or ADHD; the majority of these pupils arrive to us without a formal diagnosis or at the evidence-gathering stage of the Neurodevelopmental Pathway.
6	NEET: We know that our PP pupils are at a higher risk of becoming NEETs (Not in Employment, Education and Training) than their contemporaries in mainstream settings.

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
<p>Consistent and robust approach to managing attendance in place.</p> <p>Raise overall attendance of PP pupils, including Persistent Absentees and re-engaging pupils who have been out of education for extended periods</p> <p>Attendance to be a key criteria in the review process for Behaviour Panel and commissioned places.</p> <p>Sustained focus on late (U) pupils to drive morning attendance to increase and improve on the previous academic year</p> <p>Engage with inclusive attendance and the collaboration project to improve the attendance and wellbeing of disadvantaged students</p> <p>All staff to have a good awareness and knowledge of attendance as per Ofsted framework through a CDP programme</p>	<p>An established attendance team who have positive relationships with pupils and families.</p> <p>Early Identification of pupils at risk of Persistent Absenteeism.</p> <p>Whole School understanding of attendance expectations.</p> <p>Year on year reduction in PA.</p> <p>Attendance of PP pupils shows an increase over the course of the academic year.</p> <p>Attendance of PP pupils who have been out of education for extended periods show an increase over the course of the academic year.</p> <p>Pupil voice indicates that pupils' value being in Meadow Park.</p> <p>Work collaboratively with external partners, evidencing impact.</p>



<p>Confident and resilient pupils who can share views and feelings in an articulate way.</p> <p>Improvement in pupil behaviour</p> <p>Pupils to identify strategies to self-regulate</p> <p>Implement a robust, school- wide system for documenting, tracking, measuring and evaluating all internal and external pastoral interventions.</p>	<p>Empathetic children able to manage emotions and regulate effectively.</p> <p>Pupils using language relating to zones of regulation.</p> <p>Reduced level of behaviour concerns based on school analysis.</p> <p>Reduction in serious incidents for pupils over the course of the year.</p> <p>Pupils referred to Reflection demonstrate an improvement in behaviour as measured by individual reduction in referrals.</p> <p>There is a year-on-year reduction in the number of suspensions.</p> <p>Pupil voice indicates that pupils feel their behaviour is improving.</p>
<p>Enthusiastic learners with a broad knowledge and skill-base to apply in the environment.</p>	<p>Educational visits that enhance the curriculum.</p> <p>First-hand experiences for pupils that enthuse and motivate.</p> <p>Practical skills developed alongside pupils enhanced theoretical understanding.</p> <p>Positive engagement with the robust enrichment programme to enhance pupil experiences and cultural awareness.</p> <p>A consistent and committed football team that represent the school at a regular league.</p> <p>Continued engagement with the LFC foundation.</p> <p>Duke of Edinburgh qualification for KS4 students</p>
<p>Induction and initial assessment process ensures cumulative closing of academic gaps across the school.</p> <p>Pupils make progress towards age related expectations in English and Maths.</p>	<p>Early Identification of specific academic needs.</p> <p>Timed and progressive interventions in place to ensure accurate measurement of progress.</p> <p>Gaps identified in Baseline Assessment closed following intervention</p> <p>Progress data indicates progress towards age related expectations in English and Maths.</p>



	Pupil voice indicates that pupils are more confident in their learning.
<p>Early identification of neurodevelopmental need through assessment base</p> <p>Staff confident and equipped to support pupils learning and behaviour who have or display signs of ADHD/ ASC.</p> <p>Increase parental understanding and awareness of neurodevelopmental needs.</p>	<p>Early Identification of neurodevelopmental needs.</p> <p>Targeted researched interventions to support pupils' social and academic progress.</p> <p>CPD focussed of ADHD/ ASC attended by all staff.</p> <p>Staff CPD surveys indicate positive responses to effectiveness of training.</p> <p>Increased parent/guardian/ carer attendance to SENCO drop-in sessions.</p> <p>KPVC sessions to be hosted at Meadow Park, and well attended.</p>
<p>Our CEIAG programme will ensure that pupils have a deeper understanding of the world of work and will have a wide range of experiences and encounters.</p>	<p>Parent Voice indicates that parents feel that their child has positive experience with the CEIAG programme.</p> <p>Pupil Voice indicates that children feel positively about their CEIAG programme.</p> <p>Pupils in KS4 engage with work experience placements.</p> <p>Pupils encounter a range of professionals and employers and gain an insight into a variety of careers/ professions.</p> <p>Pupils attend colleges, universities and career fairs.</p> <p>We see a continued reduction in our cohort of NEET pupils when they leave school.</p>

Activity in this academic year 2025-2026

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: £17000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller teaching groups to support with behaviour and academic progress	<p>The Education Endowment Foundation states that: "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum."</p> <p>Small group tuition EEF</p>	2, 4
RWI: Synthetic Phonics Training Fresh Start	<p>EEF research, published in July 2021, states that: "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." The recent EEF research into RWI indicated that pupils in receipt of FSM performed better than their peers:</p> <p>Read Write Inc. Phonics and Fresh Start - trial EEF</p>	4
Focus on high quality teaching and learning	<p>The Sutton Trust published a report in 2020 which demonstrated the significant impact which high-quality teaching could have on learning: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with</p>	4, 5,6



	<p>0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	
On-going professional development, individual and whole staff	<p>The EEF has published advice in 2021 about the significant improvement on going CPD can provide: "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</p> <p>Effective Professional Development EEF</p>	2, 4, 5
Programme of pre-teaching in place to support pupil progress in English basic skills and subject-specific vocabulary	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p>	3, 4, 5
Planned curriculum which allows for enriched and collaborative learning opportunities	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities,</p>	3, 4, 6



outside of the classroom	<p>outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS Survey	<p>There is significant research into the effectiveness of metacognition and self-regulation in education. The EEF have published research in May 2020 which stated: "Essentially, self-regulation is about the extent to which learners are aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves to engage in learning, and can develop strategies and tactics to enhance learning. Metacognition, in turn, is specifically about the ways learners can monitor and purposefully direct their learning, for example by deciding that a particular strategy for memorisation is likely to be successful, monitor whether it has indeed been successful, and then deliberately change (or not change) their memorisation method based on that evidence. Some studies consider self-regulation to be a part of metacognition, while others see metacognition as a part of self-regulation (Veenman et al, 2006). In recent years, however, the latter view has largely prevailed, so for clarity it is this definition that we will follow in this report. The concept of self-regulated learning is based on the premise that pupils should take responsibility for</p>	1, 2, 4



	<p>their own learning and should play an active role in the learning process (Zimmerman, 2001)." We believe that PASS learning is an integral part of the process of self-regulation and meta-cognition.</p> <p>The GL Assessment website contains some helpful Case Studies</p> <p>PASS: Helping children to take the right path to good choices - GL Assessment</p> <p>Using PASS to help reconnect pupils with the learning they have missed - GL Assessment</p>	
BKSB Mirodo Education Numeracy Ninjas	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>Individualised instruction EEF</p>	
Accelerated Reader	<p>The EEF study in 2015 stated: "The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress."</p> <p>Accelerated Reader - first trial EEF</p>	4



	<p>A further EEF study in 2021 stated: “Accelerated Reader may be more promising when used as a targeted intervention for Year 7 pupils with below age-expected reading levels.”</p> <p>Accelerated Reader - second trial EEF</p>	
Shine Therapy Active Literacy Beat Dyslexia	<p>The Communication Trust worked with the Better Communication Research programme to develop a What Works data base of evidence-based intervention to support children's speech, language and communication.</p> <p>Educators and professionals - Speech and Language UK: Changing young lives</p>	5
Core Skills	<p>The Sutton Trust published a report in 2020 which demonstrated the significant impact which highquality teaching could have on learning: “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.”</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	4
On-Line Learning Class for Long-Term Absentees	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.</p>	1, 4



	<p><u>Key findings</u></p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF</p>	
<p>Zones of Regulation</p> <p>Social Stories and Comic Strip Conversations</p> <p>Starving the Anger Gremlin</p> <p>Sensory Circuit and Diet</p>	<p>Improving Social and Emotional Learning in Primary Schools</p> <p>Support children's social and emotional needs. Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2,5

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

Budgeted cost: £47,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective breakfast provision in place supporting a healthy lifestyle	<p>Healthy and nutritious breakfast available every day. Opportunities to develop relationships, fitness and academic support during morning club time. Clubs link closely to the curriculum to supplement learning and knowledge</p> <p>Magic Breakfast report.pdf Extending school time EEF</p>	1, 2
Commissioned CEIAG services and internal Co-ordinator	<p>An EEF overview on the impact of Careers Education in 2016 stated: "45 research studies identified. 60% of these provided largely positive findings of educational outcomes. Looking at the impact of different careers education interventions on achievement at GCSE, these suggest, on average, relatively modest attainment boosts. The other studies suggest impacts were mixed or negligible, rather than negative."</p> <p>SYM873648 Careers-Education-Infographic</p>	6
Two bespoke groups KS3 and KS4	<p>Social and Emotional Learning The EEF research into Social and Emotional learning published in July 2021 stated that: "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." "The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."</p> <p>Social and emotional learning EEF</p>	1, 2, 3, 4
Personal Development Curriculum, including a	<p>The EEF research into Social and Emotional learning published in July 2021 stated that: "Social and emotional learning approaches have</p>	1, 2, 3



range of residential visits	a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." Social and emotional learning EEF	
Effective and efficient support for families experiencing social and emotional difficulties	Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary. Social and emotional learning EEF	1, 2, 3, 5, 6
Mentoring	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring EEF	1, 2, 6
ARTiculate- Trained practitioner leading 1to1 and small group intervention	<u>ARTiculate : The Approach</u> Articulate is designed by The British Association of Art Therapists to support staff to facilitate children or young people's emotional literacy through using art within an educational setting. Articulate can be used to support children in 1:1 or small groups if appropriate Course content is designed to help deepen professionals understanding of nonverbal and creative communication so they can in turn support their pupils emotional well-being. <u>Philosophy</u>	2, 5



	<p>Articulate is not Art Therapy but the therapeutic use of Art adapted to support emotional literacy; designed to support learning and be a supportive experience, where individuals are listened to and their views, feelings and art expressions are welcomed and respected by their Art facilitator.</p> <p>Does art therapy work? - The British Association Of Art Therapists</p>	
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Total budgeted cost: £85,170



Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

In the academic year 2024/25 the school's Pupil Premium Strategy was built around three key pillars:

High-Quality Teaching- Focussing on professional development and ensuring opportunities for highly skilled teachers and developing the practice of colleagues and early career teacher.

Targeted Academic Support- Providing evidence-based interventions following accurate diagnostic assessment.

Wider Strategies- Using social and emotional support to target non- academic barriers to success; supporting personal development, attendance, mental health, and careers and further education

Review of Impact

Academic Outcomes

In 2025, the attainment gap in reading has narrowed. The majority of students made progress with their reading age and comprehension. In KS3 68% of disadvantaged students reading aged remained static but this is inline with or above chronological age. In KS4 students made progress with reading age and comprehension.

Internal assessment and intervention data demonstrated that over half of disadvantaged students made good progress in maths and the majority made good progress in English. This demonstrates and improvement on the previous year.

In KS3 the majority of students made good or outstanding progress in Maths and Science.

The GCSE result remained consistent compared to the previous year. With a high majority of disadvantaged students gaining a Level 1 pass in maths 79%, English 79% and Biology 92%.



Internal assessment data indicates that the majority of Pupil Premium pupils made expected or accelerated progress from their starting points this academic year.

Attendance and Behaviour

Attendance for PP pupils has remained in line with the previous academic year but when the educational attendance and engagement of the Meadow Park Alternative students (C2) code is included we have seen an increase comparably with each half term.

Persistent absence remains a challenge, with focused work from the pastoral and attendance team.

Behaviour incidents among PP pupils have decreased with restorative approaches being utilised. Suspension data shows a positive decline from the previous academic year.

Wellbeing and Wider Participation

Engagement with enrichment activities has increased, particularly in Duke of Edinburgh and Enrichment trips. This is due to subsidised access for PP pupils.

Counselling and mental health support have supported identified pupils, with qualitative feedback from parents and staff highlighting positive changes.

Parental engagement has improved with the attendance to organised events such as the Christmas and Summer Fayre being well attended. In addition, with targeted work through family support workers and SEND workshops the SENDCO drop ins have seen more families engage and seek well informed advice from internal staff and external agencies.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Read Write Inc.	Oxford University Press
Attendance SLA	Knowsley MBC
PASS Survey	GL Assessments



Mirodo Education	Salford Reading
Numeracy Ninjas	Numicon
BKSB	One Advanced
Fresh Start	Active Literacy Kit
Beat Dyslexia	Core Skills: Memory
Zones of Regulation	Starving the Anger Gremlin
Social Stories and Comic Strip Communication	Restorative Thinking- interactive toolkit
Fine Motor Activity kit	Sensory Circuit/ Sensory Diet