

Pupil premium strategy statement –Meadowhead School and Sixth Form

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school 2025	1634
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Annual Review	November 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Kam Grewal-Joy Headteacher
Pupil premium lead	Marcie Dunbar Assistant Headteacher
Governor / Trustee lead	Sarah Slowther

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£676,195
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£676,195

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum. Our aims are to close the disadvantage attainment gaps that have been exacerbated by the pandemic and support all students to achieve.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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 disadvantaged or not.

Quality first teaching is at the heart of our approach with a focus on areas which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our strategy is also integral to wider school plans for recovery, notably in its targeted support through our detailed Student Personal Development and Enrichment program. Targeted academic intervention will take place within each faculty with early intervention as the key driver in delivering impact.

Our approach will be responsive to regular feedback and assessment to identify any trends as well as support individuals. We aim to empower and train all staff to understand the impact of disadvantage on students' learning habits to address common challenges faced by disadvantaged students. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve. Implementation of adaptive teaching within lessons.
- use the STARS (Sit up straight, Track the teacher, Ask and answer questions, Respect those around you, Speak formally and academically) strategy effectively within lessons.
- act early to intervene at the point need is identified.
- ensure all students are stretched and challenged.
- embed oracy within the Curriculum at all Key Stages.
- raise the profile of reading/literacy using a disciplinary approach to vocabulary across the curriculum.
- Embed adaptive teaching within all subjects.

- focus on attitudes to learning and positive behaviours through the Personal Development program and tracking and monitoring Reporting Point data.
- use targeted personalised interventions (academic and behaviour)
- promote and encourage attendance to extra-curricular clubs and enrichment activities.

Challenges

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

Challenge number	Detail of challenge																																																																
1	<p><i>KS2 prior attainment shows lower than expected progress and attainment in English & Maths, particularly with disadvantaged students (2025-2026).</i></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>75%</td> <td>74%</td> <td>62%</td> </tr> <tr> <td>MHead (all)</td> <td>72%</td> <td>67%</td> <td>64%</td> </tr> <tr> <td>MHead (PP eligible) (35%)</td> <td>55%</td> <td>43%</td> <td>40%</td> </tr> <tr> <td>MHead (NPP) (65%)</td> <td>91%</td> <td>80%</td> <td>72%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The table above shows the gaps on entry for Y7 for Maths and English • Maths assessments (KS2 prior attainment data) on entry to Y7 indicates that 57% of our PP eligible students arrive below age related expectations compared to 20% of their non-PP peers. • English assessments (KS2 prior attainment data) on entry to Y7 indicates that 45% of our PP eligible students arrive below age related expectations compared to 9% of their non-PP peers. 		Reading	Maths	Combined	National	75%	74%	62%	MHead (all)	72%	67%	64%	MHead (PP eligible) (35%)	55%	43%	40%	MHead (NPP) (65%)	91%	80%	72%																																												
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2	<p><i>Lower than expected reading ages (RA) -below age related expectations across all Y7 students (2025-2026).</i></p> <table border="1"> <thead> <tr> <th>RA</th> <th>TOTAL</th> <th>F</th> <th>M</th> <th>PP</th> <th>Non-PP</th> <th>SEND</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>131+</td> <td>4</td> <td>2</td> <td>2</td> <td>0</td> <td>4</td> <td>0</td> <td>0</td> </tr> <tr> <td>116-130</td> <td>53</td> <td>29</td> <td>24</td> <td>6</td> <td>47</td> <td>3</td> <td>3</td> </tr> <tr> <td>85-115</td> <td>223</td> <td>115</td> <td>108</td> <td>79</td> <td>144</td> <td>36</td> <td>17</td> </tr> <tr> <td>69-84</td> <td>48</td> <td>18</td> <td>30</td> <td>32</td> <td>16</td> <td>17</td> <td>10</td> </tr> <tr> <td>0-68</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Not tested</td> <td>5</td> <td>3</td> <td>2</td> <td>4</td> <td>1</td> <td>5</td> <td>0</td> </tr> <tr> <td>Totals</td> <td>333</td> <td>167</td> <td>166</td> <td>121</td> <td>212</td> <td>61</td> <td>30</td> </tr> </tbody> </table>	RA	TOTAL	F	M	PP	Non-PP	SEND	EAL	131+	4	2	2	0	4	0	0	116-130	53	29	24	6	47	3	3	85-115	223	115	108	79	144	36	17	69-84	48	18	30	32	16	17	10	0-68	0	0	0	0	0	0	0	Not tested	5	3	2	4	1	5	0	Totals	333	167	166	121	212	61	30
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RA	TOTAL	F	M	PP	Non-PP	SEND	EAL
131+	1%	1%	1%	0%	2%	0%	0%
116-130	16%	17%	14%	5%	22%	5%	10%
85-115	67%	69%	65%	65%	68%	59%	57%
69-84	14%	11%	18%	26%	8%	28%	33%
0-68	0%	0%	0%	0%	0%	0%	0%
Not tested	2%	2%	1%	3%	0%	8%	0%

This reading assessment data was collated in October 2025. A score of 100 indicates the expected reading standard for a Y7 student. The data shows that there is a gap between the percentage of disadvantaged students achieving the age related expected score compared to non-disadvantaged students.

3 ***Lower scores in attitudes to Learning – Effort, Behaviour and Homework.*** Our observations and data shows that a higher proportion of lower attaining disadvantaged students lack good learning behaviours. In particular, these students have less developed metacognitive/ self-regulation strategies which is most evident when they are faced with challenging work. Subsequently students lack the confidence and motivation to complete work at home. This is a common occurrence across the curriculum.

Higher risk of exclusion for disadvantaged students. Higher rates of suspension, C3 data, ISR (internal Suspension Room).

4 ***Lower than expected attendance to parent’s evenings/information evenings and open evenings from parents/ carers of disadvantaged students.***

Our attendance data for parent’s evenings show that families from disadvantaged backgrounds are much less likely to attend these important events.

Last year on average 71% of families attended parents evening (Y7-11). The average attendance for non-disadvantage families was 85% compared to the average attendance for disadvantaged families at 48%.

5 ***Lower than expected attendance and higher rates of persistent absence. Increased lateness to school.***

Information gathered on transition KS2/3 shows that poor attendance rates are more prevalent amongst the disadvantaged cohorts joining the school.

Our attendance data (Oct 2025) indicates that the attendance gap between disadvantage and non-disadvantage is approximately 10%. Non disadvantage students have an attendance rate of 95.2% compared to disadvantaged students at 87.4%. The gap in persistent absence between non disadvantaged students and disadvantaged students is around 20%. Our assessments and observations indicate

	<p>that absenteeism is negatively impacting on disadvantaged students' progress over time.</p> <p>Our punctuality data (lateness to school) from Sept 2025- Dec 2025 indicates that disadvantaged students are more likely to be late to school compared to their peers.</p>
6	<p><i>Lower than expected attainment in all subjects at the end of KS3 and KS4.</i></p> <p><u>Key Stage 3</u></p> <p>At the end of KS3 (2025) our attainment data indicates that 51% of our Y9 disadvantaged students achieve well in all subjects compared to 78% of our non-disadvantaged students.</p> <p>Our Attitude to Learning (ATL) data at the end of KS3 indicates that 79% of grade 1 (outstanding) or grade 2 (good) are awarded to students by the Head of Year. Disadvantaged students receive on average 63% grade 1 or grade 2 compared to non-disadvantage students receiving 87%.</p> <p><u>Key Stage 4</u></p> <p>At the end of KS4 (2025) the IDSR data shows that 41.2% of students achieved English and Maths GCSE at grade 5 or above. This is close to the national average of 45.2%</p> <p>However, there are gaps in progress between our disadvantage and non-disadvantaged students.</p> <p>In 2025 17.9% of our disadvantaged students achieved English and Maths GCSE at a grade 5 or above (an improvement of 2.4% from 2024) and close to the national average of 25.6%.</p>

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><i>Increase attendance and punctuality and reduce persistent absence</i> <i>(SIP 3.7)</i></p>	<p>Attendance >90%</p> <p>Persistent absence reduced by 5%</p> <p>Punctuality- reduce the percentage of disadvantaged students who are late to school by 5%</p>
<p><i>Improve attainment among disadvantaged students across the curriculum at the end of KS3 & KS4</i> <i>(SIP 1.5, 2.4)</i></p>	<ul style="list-style-type: none"> • KS3 ATL 80% or better for disadvantaged students • KS3 80% of disadvantaged students on track

	<ul style="list-style-type: none"> • KS4 A8 average of at least a grade 4 						
<p><i>Improve reading comprehension among disadvantaged students in Year 7.</i> (SIP 2.7, 2.8)</p>	<p>Narrow the gap between disadvantaged students and non-disadvantaged students with reading comprehension.</p> <ul style="list-style-type: none"> • 100% of disadvantaged students to improve their reading age as indicated by their standardised score. • Improved access to the Curriculum by increasing the reading age score of disadvantaged students. • Remove barriers to learning for disadvantaged students. 						
<p><i>Improve attitudes to learning and self-regulatory skills among disadvantaged students across all subjects.</i> (SIP 4.4, 4.5)</p>	<ul style="list-style-type: none"> • Aiming for ATL (Attitude to Learning) grades to be 80% good or better (grade 1 or 2) for all disadvantaged students across all year groups. • Reduction in the number of disadvantaged students who are suspended- internally and externally. • Reduction in the number of students receiving C (consequence) data. • Increase in the number of students achieving R (reward) data. 						
<p><i>Improve homework completion rates for disadvantaged students.</i> (SIP 2.5)</p>	<ul style="list-style-type: none"> • Homework data indicates that disadvantaged students are much less likely to engage and complete homework. • At the end of KS3 53% of disadvantaged students complete homework compared to 75% of non-disadvantaged students. Target- at the end of KS3 70% of KS3 disadvantaged students to complete homework on a regular basis. • Homework completion data for RP1 (Nov 2025) KS4 can be seen below. <table border="1" data-bbox="810 1872 1342 2042"> <tr> <td>Priority 3: Behaviour and attitude</td> <td>RP1 (80%+)</td> </tr> <tr> <td>Y11 Homework</td> <td>79%</td> </tr> <tr> <td>(Dis/ ND)</td> <td>65% 84%</td> </tr> </table>	Priority 3: Behaviour and attitude	RP1 (80%+)	Y11 Homework	79%	(Dis/ ND)	65% 84%
Priority 3: Behaviour and attitude	RP1 (80%+)						
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	<ul style="list-style-type: none"> • KS4 homework completion rates are below the target of 80% for RP1 and disadvantaged students are less likely to complete homework compared to non-disadvantaged students. • Target- to increase attendance at homework clubs and subject Intervention sessions. • Sept 2025- introduction of the graduated response for homework clubs- Ebacc focus. Introduction of a H1 and H3 consequence system.
<p><i>Improve attendance to targeted intervention sessions</i> (SIP 3.7)</p>	<ul style="list-style-type: none"> • Increase regular attendance of disadvantaged students to targeted after school intervention sessions. This will be monitored and recorded using Evolve. • Introduction of a compulsory P6 English lessons. • Introduction of the graduated homework system- H3 support session for KS3/ 4 Ebacc subjects.
<p><i>Reduction in NEETs post 16</i> (SIP 4.10)</p>	<ul style="list-style-type: none"> • Increase the percentage of disadvantaged students who attend an external work placement. • Reduce the percentage of disadvantaged students who do not engage in the work experience process. • All Y11 next destination plans in place • 0% NEETS
<p><i>Increase attendance to Extra Curricular and Enrichment Clubs</i> (SIP 4.6)</p>	<p>>10% increase in attendance of disadvantaged students to Extra Curricular and Enrichment clubs.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 177,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing reading ages in Y7.</p> <ul style="list-style-type: none"> • Literacy intervention. • Lessons targeting students with RA below chronological age • Additional English lessons in Y7,8 and 9 • Whole school strategy of improving reading across the Curriculum-Disciplinary reading 	<p>Y7 100% increase their reading age. This strategy focuses on improving students' reading skills.</p> <p>Buddy reading programme- mentoring using Y10 students to help increase the reading skills and confidence of Y7 disadvantaged students.</p> <p>Continuation of DEAR and DEAL into form time.</p> <p>EEF toolkit; Reading comprehension strategies</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh start reading intervention programme for weak readers (Y7)</p> <p>Appointment of x2 Teaching Assistants to deliver phonics and the Fresh Start programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Increasing the number of classes for English, Maths, Science, Geography, History, MFL.</p> <p>135 hours of teaching. Extra 6 teachers to cover the extra classes</p>	<p>Smaller class sizes in core subjects to allow a more effective climate for learning and adaptive teaching/ support. This strategy supports Quality First teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	6
<p>Development of Adaptive teaching- Quality first teaching</p>	<p>100% of staff involved in the instructional coaching strategy with a focus on developing adaptive teaching.</p> <p>Use of step lab as a monitoring/ recording platform.</p>	1

[EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/moving-from-differentiation-to-adaptive-teaching)

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

Budgeted cost: £ 525,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for disadvantaged Y10 and Y11 students in English, maths and Science- 2 x weekly. HOF and TLR holders to run the sessions.</p>	<p>Students improve their scores in English, Maths and Science. Pre and post tests will evidence this improvement over the 15-week period. 100% of students meet their individual targets set. EEF- Targeted academic support 2. Targeted academic support EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 2, 3</p>
<p>Introduction of a compulsory Y11 English P6 lesson- starting Nov 2025</p>	<p>Students to improve their extended writing skills in English language leading to an overall improvement in English Language grades at GCSE. Improvement measured between RP2 and RP3. 2. Targeted academic support EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2,3</p>
<p>Mentoring programme for Y7-9- this takes place in Form time for around 15 students in each year-focus;</p>	<p>Students improve their engagement in lessons- oracy and confidence. Student voice and ATL data to be used to evidence this impact. EEF- small group mentoring Small group tuition EEF (educationendowmentfoundation.org.uk) EEF- Mentoring</p>	<p>1, 2, 3</p>

<p>developing good study habits, homework, confidence and resilience building</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>In house Alternative provision- PAL- ITS (intervention through sport)</p> <p>Y8</p> <ul style="list-style-type: none"> • Student 1 - PP - 6 hours • Student 2 - PP - 6 hours a week <p>Y9</p> <ul style="list-style-type: none"> • Student 3 - PP - 2 hours • Student 4 - PP - 4 hours a week • Student 5 - PP - 4 hours a week • Student 6 - PP - 4 hours a week <p>Y10</p> <ul style="list-style-type: none"> • Student 7 - PP - 	<p>Alternative provision- Reduction in the number of suspensions. Reduced risk of permanent exclusions and increased attendance of the students on this programme.</p> <p>Smaller class sizes enable teachers to provide better quality of support, intervention and feedback in lessons.</p> <p>EEF- small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Students who are at risk of permanent exclusion are supported by the KS3 and KS4 Engagement Centres. They follow an adapted Curriculum.</p> <p>EEF- Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>

<p>2 hours a week.</p> <ul style="list-style-type: none"> • Student 8- PP - 2 hours a week. • Student 9 - PP - 2 hours a week. <p>KS3 and KS4 Engagement Centre- extra teaching hours.</p> <p>Y9- Eng (3), Maths (3), Science (3), Hist (2), Geog (2), Music (1), Ethics (1)</p>	<p>EEF- reading comprehension strategies Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted intervention for Looked After Children.</p>	<p>Private tuition (Personal Education Plan)- Pupil Premium + Prospero- 1 hour a week- English/ Maths focus. EEF- small group tuition Small group tuition EEF Engagement Centre provision- improving attendance Supporting attendance EEF</p>	<p>1, 2, 6</p>
<p>Targeted intervention Jan 2026 within BTEC IT lessons</p>	<p>Additional staff deployed to teach EMS to a small cohort of students who will have completed their BTEC IT coursework in Jan 2026 EEF- small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>
<p>Supported study sessions in</p>	<p>Y10 and Y11 supported study sessions delivered in Form Time, focussing on study habits, learning styles, revision and research.</p>	<p>1, 6</p>

KS4/5- TLR position	EEF Learning styles https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 342,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of student personal development programme across the curriculum, including form time, increasing the holistic development of students.	<p>Increased number of students involved in leadership opportunities.</p> <p>Increased number of students taking part in extracurricular activities on a regular basis.</p> <p>Increased number of students on student Parliament.</p> <p>Reduction in NEETS.</p> <p>This strategy focuses on the wider development of students' learning.</p> <p>Increasing the cultural and social capital and increasing a sense of 'student belonging'.</p> <p>EEF- meta cognition and self-regulation Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5, 6
Targeted after school intervention for Y7 boys (sport) and Y8 girls (creative)	<p>Interventions run by behaviour managers target students who are at risk within the community.</p> <p>EEF- Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 6

	<p>EEF- Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Implement a range of strategies to increase attendance and reduce persistent absence; involvement of school education welfare officers, learning support mentors, AP and in school adjustments to the curriculum. Introduction of birthday celebrations. Introduction of new register codes. Introduction of the new attendance lunch queue initiative. 100% attendance form draw and prizes.</p>	<p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>DfE- school attendance Working together to improve school attendance (applies from 19 August 2024)</p>	5
<p>Increasing pastoral care within each year team.</p>	<p>Increasing the capacity within each year team with the introduction of Assistant Heads of Year.</p> <p>EEF- Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3

	<p>EEF-Improving behaviour Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>KS3 & KS4 engagement centre interventions in place for students at risk of suspension. Development of new KS3 EC. Introduction of the new in house AP (ITS)</p>	<p>5% reduction in suspensions. EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF- small group mentoring Small group tuition EEF (educationendowmentfoundation.org.uk) EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Emotional regulation and well being support from learning mentors</p>	<p>Behaviour data shows termly improvements, including consequence data and rewards data. EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Improve communication channels for parents to promote school events such as open evening and parent's evenings- development of using school cloud/ Meadowhead App and higher social media influence. Use of Whats app as a communicatio</p>	<p>Aim to increase attendance of disadvantaged parents to all school events. EEF- working with parents Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4

n platform for parents. Circle loop-communicatio n platform for staff to contact parents- used for Pupil Premium reviews.		
Additional Safeguarding manager appointment to meet higher need.	Increasing the capacity within the Safeguarding Team. EEF- supporting attendance Supporting attendance EEF (educationendowmentfoundation.org.uk)	5
Purchasing additional careers advice for students	Increasing capacity within the careers team to include x2 extra staff. Reduction in NEETS Increased number of students staying on into sixth form. Link between disadvantaged and percentage of NEETS Impetus New Impetus study reveals the deep inequalities holding...	5
Removing barriers- Uniform, Trips, Equipment, Revision materials, Enrichment opportunities, Exam remarks	Increasing attendance in lessons and out of the classroom which contributes to the attainment of students. EEF- supporting attendance Supporting attendance EEF (educationendowmentfoundation.org.uk) Centre for young lives- Enrichment and Attendance New research reveals positive link between enrichment and tackling the school attendance crisis Centre for Young Lives Press Release	1, 5
Introduction of breakfast attendance clubs.	Increasing attendance figures and lowering PA figures. EEF- supporting attendance Supporting attendance EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Introduction of Homework	Improving attainment of students by offering a homework club every night for all year groups.	1, 6

support clubs KS3/4	EEF- Homework Homework EEF (educationendowmentfoundation.org.uk)	
Y10 Pilot study in collaboration with Sheffield College	For 2025-26, the school has entered into a partnership with the Sheffield College to further reduce the cohort of students at risk of NEET. This project includes enhanced data sharing of student aspirations and applications, an increased amount of targeted support for the most vulnerable students, and additional support prior to enrolment in the summer. Link between disadvantaged and percentage of NEETS Impetus New Impetus study reveals the deep inequalities holding...	5

Total budgeted cost: £ 962,308

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data and narratives below highlight the impact that the various strategies had on raising attainment for disadvantaged students in **2024-2025**

Improved attainment among disadvantaged students across the curriculum at the end of KS3 & KS4

Progress and attainment at the end of KS3 (2024-2025)

ATL (Attitude to Learning) and progress data has been used to evidence this. At the end of each reporting point the student will receive a HOY overall grade. The table below shows the percentage of grade 1 (excellent) and Grade 2 (good) awarded by the **Head of Y9** at the different reporting points.

Data Reporting Point (RP)	Percentages refer to % of grades awarded as 1 or 2 (outstanding/good)		
	Overall (329)	D (116)	ND (213)
RP1 (Nov 2024)	68%	41%	82%
RP2 (March 2025)	65%	38%	81%
RP3 (July 2025)	65%	42%	78%

This table shows that the highest percentage of Grade 1 and Grade 2 were awarded to disadvantaged students at the end of the Year (RP3). This percentage improves slightly from RP1 and RP2 but is significantly below the percentage for non-disadvantaged students.

Progress and attainment at KS4 2024-2025

Table 1 shows the KS4 results data comparisons and headline figures for disadvantaged students. It shows the difference in attainment 8 for disadvantaged students over the past 3 years

Table 1

Headline Figures	2025	2024	2023
Cohort Size	121	97	94
KS2 Prior Attainment		100.5	99.5 4.42
Progress 8		-0.72	-0.76
Attainment 8	34.63	32.4	30.52
Average A8 Grade	3.46	3.24	3.05

Table 1 shows that the attainment for disadvantaged students improved in 2025 by .22 points compared to 2024. In 2025 the average grade for a disadvantaged student was 3.4 compared to the previous year of 3.2. Although Progress 8 was not used as a measure due to not having the KS2 data- based on our internal baseline data, the Progress 8 of disadvantaged students for 2025 would have been -0.34 which shows a significant improvement compared to 2023 and 2024 (1/3 of a grade higher in 2025). The attainment gap between disadvantaged students and non-disadvantaged students is narrowing. In 2024 the gap was -17.7 and in 2025 this narrowed to -15.0.

Table 2 (2025 data)

	Meadowhead 2025	Meadowhead 2024	Meadowhead 2023
% grade 5+ in EM (English/Maths)	17.9% (close the average national data)	15.5 % (below national data)	16.0% (close to national average)
A8 score (Attainment 8)	35.3 (close to average national data)	32.3 (close to average national data)	30.7 (close to national average)
Internal Progress 8	-0.34 (baseline data)	-0.72 (close to national average)	-0.74 (close to national average)

The data in table 2 shows that disadvantaged students have improved in overall attainment and within English and Maths (2025). All data is close to national averages. The gap between disadvantaged and non-disadvantaged students has narrowed between 2024 and 2025. (2024 the gap was -37.7 and 2025 the gap was -34.9)

Targeted Intervention- English/ Maths/ Science

This was introduced at the start of Y11- selected disadvantaged students followed a bespoke intervention programme in these subjects during form time once or twice a week. Sessions were targeted and focused on specific gaps in learning.

Y11 Results for the Spring/ Summer intervention

English Lang- 18 students for Form Time (FT) intervention over the x2 terms.

12 students got 1 grade higher than the RP3 predictions

3 same as RP3 predictions

3 lower by one grade from RP3 predictions- these 3 students had attendance at around 90%

Maths- 20 students for FT intervention over the x2 terms.

2 students got 1 grade higher than RP3 predictions.

16 students same as RP3 predictions.

1 student 1 grade lower.

Science- 21 students for FT intervention over the x2 terms

10 students 1 grade higher than RP3 predictions

9 students same as RP3 predictions

2 students lower than RP3 predictions.

Target Trio

This intervention was introduced mid way through **Y11 (Jan 2025)** and focused on x3 selected disadvantaged students within each subject and Form time. RP data was used to select the students for this initiative. Students had regular class 'check ins' from their Form Tutor and subject teachers focussing on homework, attendance, progress and attainment, and target setting.

-The target trio initiative involved 159 students across 38 qualifications.-

- Many students were targeted in multiple subjects (i.e. one student was chosen by 5 different subjects)

-The student RP and behaviour data was monitored regularly. Y11 Form Teachers carried out x2 Pupil Premium reviews for their selected Form Target Trios. This involved a 10 minute conversation with home focusing on key areas of improvement and targets to raise attainment.

	ENGLISH	MATHS	SCIENCE COMBINED	SCIENCE TRIPLE
% targeted achieved 4+	69	63	43	59
% targeted achieved 5+	38	34	25	46

- **Impact-** 85 students achieved higher average grades in their targeted subjects than their overall average grade (a positive residual for target trio subjects)

2. Improved reading comprehension among disadvantaged students in Year 7

The table below shows the Y7 reading baseline data that was collated at the start of 2024.

Year 7 Baseline data- 2024-2025 (November 2024)

RA	TOTAL	F	M	PP	Non-PP	SEND	EAL
12+	113	66	47	19	94	8	2
11/1 to 12	38	18	20	10	28	2	4
10/1 to 11	68	37	31	26	42	6	11
9/1 to 10	46	18	28	27	19	9	3
8/1 to 9	20	12	8	8	12	8	2
5 to 8	22	10	12	18	4	13	3

Year 7 Re test data- March 2025

RA	TOTAL	F	M	PP	Non-PP	SEND	EAL
12+	117	66	51	21	96	6	3
11/1 to 12	51	28	23	12	39	3	4
10/1 to 11	59	27	32	27	32	11	8
9/1 to 10	44	24	20	22	22	7	7
8/1 to 9	20	11	9	14	6	7	3
5 to 8	23	10	13	15	8	12	3

The data indicates that the reading intervention programme that was introduced in Y7 **did** have a positive impact with both disadvantaged and non-disadvantaged students. The number of students who increased their reading age (11-12+) between RP1 and RP2 increased in both sub groups. Although the data shows that disadvantage students have made a slight increase the progress of non-disadvantaged students is more evident.

The table below shows the standardised scores that were generated for the **Y7 (2024)** cohort (**present Y8**)- The data shows a significantly higher percentage of disadvantaged students are weaker readers compared to our non disadvantaged students.

Reading Age	TOTAL	F	M	PP	Non-PP	SEND	EAL
116+	16%	15%	17%	8%	21%	2%	9%
85-115	69%	72%	65%	67%	71%	64%	56%
0-84	13%	11%	16%	24%	6%	30%	34%

Y7 Reading buddy programme

This was introduced in the Autumn term of 2024 and ran until Easter 2025. It involved 13 Y7 disadvantaged students who scored below the national average for their reading age (0-84). Y10 students were trained as reading mentors and worked with their Y7 'buddy' each week. Fluency grids were used to measure progress. The fluency grids were used at the start of the programme and then again at the end. By the end of the course **46%** of the disadvantaged students had improved their scores by using the fluency charts.

3. Improved attitudes to learning and self regulatory skills amongst disadvantaged students across all subjects.

The table below shows the RP1, RP2 and RP3 data for 2024-2025.

Behaviour and Attitude	RP1 Nov 2024		RP2 Mar 2025		RP3 July 2025		RP1 (2025-2026) Nov 2025	
Y9 ATL	83%		84%		82%		(Y10) 85%	
(Dis/ ND)	71%	90%	71%	91%	68%	90%	75%	91%
Y8 ATL	89%		88%		86%		(Y9) 86%	
(Dis/ND)	82%	93%	82%	92%	78%	90%	75%	91%
Y7 ATL	95%		94%		92%		(Y8) 90%	
(Dis/ND)	92%	97%	90%	97%	86%	96%	84%	95%
							(Y7) 93%	
							86%	96%
KS3 ATL	90%		89%		87%		91%	
(Dis/ND)	83%	94%	81%	94%	78%	92%	85%	95%

This table shows the percentage of 'outstanding/good' grades (Grade 1 or Grade 2) given by teachers for attitudinal data- preparation for learning, effort and behaviour and

homework. This data shows that in every year group the behaviour and attitudes of disadvantaged students is lower than that of non-disadvantaged students. Y9 ATL shows the most significant difference between the x2 sub groups.

In relation to the success criteria, KS3 ATL overall targets were met in Y7 and Y8, although there is a drop in the percentage for disadvantaged students. There has been a focus on developing clear homework systems and sanctions and although this data is culminated within the ATL data above there has been an improvement for this behaviour data. The evidence shows that this is having a positive impact as the ATL data is higher for Nov 2025 compared to the previous year for both disadvantaged and non-disadvantaged students. Targeted interventions by the Year Teams are starting to show an impact and improvement in the ATL grades across the year groups, however more work is needed to reduce the gap further.

Homework data for Y7-11 2024-2025

The table below shows the percentage of grades awarded 1 or 2 (outstanding/good)

Homework	RP1 Nov 24		RP2 Mar 25		RP3 Jul 25		RP1 (2025-2026) Nov 25	
Y11	74%		68%					
(Dis/ ND)	61%	82%	53%	76%				
Y10	67%		66%		64%		(Y11) 79%	
(Dis/ND)	48%	76%	47%	75%	46%	73%	65%	84%
Y9	70%		69%		67%		(Y10) 73%	
(Dis/ND)	50%	80%	49%	80%	47%	79%	55%	82%
Y8	79%		76%		72%		(Y9) 75%	
(Dis/ND)	65%	86%	62%	84%	57%	80%	59%	84%
Y7	85%		83%		79%		(Y8) 81%	
(Dis/ND)	76%	92%	70%	92%	65%	88%	70%	88%
							(Y7) 87%	
							77%	93%

Overall KS3 comparison figures for homework showing the percentage of grades awarded 1 or 2 (outstanding/good)

KS3 Homework 2024-2025 RP3		KS3 Homework 2025-2026 RP1	
73%		81%	
Dis 57%	ND 82%	Dis 69%	ND 89%

Recent homework data shows that more non disadvantaged students are completing homework compared to disadvantaged students. However, the percentage of disadvantaged students completing homework is improving steadily. A graduated response for homework has been introduced at KS3, 4 and 5 (H1s given as a consequence). Students are asked to attend a subject specific homework session once x3 H1s have been triggered for a subject. This has raised the profile of homework within the school and is starting to show impact.

4. Improved attendance to extra curricular

Extra-Curricular provision

We have successfully been using the Evolve system to record attendance for our after school provision. The system allows us to comprehensively log, monitor and evaluate our attendance to extra curricular activities and clubs. This then allows a comparison between sub groups.

This comparative table shows the data for **2023-2024 and 2024-2025**

Year Group	2023-2024 % disadvantage attending a club	2024-2025 % disadvantage attending a club	2023-2024 % of non disadvantage attending a club	2024-2025 % of non disadvantage attending a club
7	60.8%	61.8%	81%	53.4%
8	38.3%	58.8%	49%	58.6%
9	41.7%	61.0%	41%	59.4%

10	26.3%	57.8%	28%	66.5%
11	58%	42.9%	92%	45.25%

This data shows that there has been an increase in the amount of disadvantaged students attending an extra curricular club from 2023-2024 to 2024-2025. Last year (2024-2025) there was a slight difference in the number of non disadvantaged students and disadvantage students attending but this is not significant.

5- Increase attendance and reduce persistent absence

Attendance data for 2023-2024- IDSR

2023/2024	Attendance %	Disadvantaged attendance %	Persistent Absence (PA)- below 90%	Disadvantaged PA %
Meadowhead School	90.0	83.3	26.5	42.5

Attendance data for 2024-2025- IDSR

2024/2025	Attendance %	Disadvantaged attendance %	PA %	Disadvantaged PA %
Meadowhead School	91.5 (close to national average)	86.4 (close to national average)	22.9 (close to national average)	37.5 (FSM) (close to national average)
Local Authority	90.5	86.1	26.5	38.8
National	92.3	88.2	21.1	34.5

Overall school attendance has improved from 2023-2024 to 2024- 2025.

Persistent absence has also reduced from 2023-2024 to 2024-2025.

Attendance of disadvantaged students has improved from 2023-2024 to 2024-2025 and PA has been reduced.

Meadowhead is close to national average for attendance (disadvantage and non disadvantage) and PA (disadvantage and non disadvantage). There has been a relative improvement in the data from 2023-2024 to 2024-2025 in terms of whole school attendance including that of the disadvantaged students.

Local Authority (LA) data (2024-2025) shows an attendance figure of 90.5% and for disadvantaged students this figure was 86.1%. The LA data for (PA) was 26.5%. The LA PA for non-disadvantaged students was 14.3% compared to the disadvantaged figure of 38.8%. This data shows that our disadvantaged students have a slightly lower attendance compared to other Sheffield schools and have a higher PA.

Improving attendance for all students and in particular the attendance of disadvantaged students is a high priority for the school.

6- Reduction in NEETS Post 16

Y10 work experience- 2024-2025

Table for **2024/25** Y10 work exp is below:

<i>Y10 work exp 2024/25</i>	Work Exp- external	In School Prog
Disadvantaged	79	12
Non disadvantaged	187	16

- **77.8% of disadvantaged students** had a placement or attended the in-school programme.
- The 17.1% who did not engage with either format were mainly due to low school attendance.
- Engagement of disadvantaged students was higher for actual placements (67% up from 57%) than 2023/24.
- Plans for 2025/26 Y10 work exp are to target the disadvantaged students with even more support to secure an external work experience placement.

Y11 destinations (325 cohort size)

- 99.7% had a post16 application in place before leaving Y11.
- 119/126 (**94.4%**) of disadvantaged students secured a positive destination.
- Compared to 197/199 non disadvantaged (99%) who secured a positive destination.
- Most popular destinations were Meadowhead Sixth Form (45.6%) and Sheffield College (30%) – similar to last year (MH 42% and SC 32%)

- Current data shows 7 NEET students (2.2%) confirmed and 2 (0.6%) students who cannot be contacted.
- Of these 9 students, 7 were disadvantaged students. All were offered support and guidance in Y11 and again in September 2025 but have now been referred to the local authority for further support.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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