

Pupil premium strategy statement – Meriden C of E Primary School

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	175
Proportion (%) of pupil premium eligible pupils	29/175 16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024_25 2025_26 2026_27
Date this statement was published	2.12.25
Date on which it will be reviewed	2.12.26
Statement authorised by	Lucy Anderton (Head Teacher)
Pupil premium lead	Becky Massey (Deputy Head Teacher)
Governor / Trustee lead	Rosie Weaver (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44250
Total budget for this academic year	£44250

Part A: Pupil premium strategy plan

Statement of intent

‘I have come so that you may have life in all its fullness’ (John 10:10)

At Meriden Church of England Primary School, our ethos—rooted in the Christian faith and values—guides us in providing every child with a broad, balanced and nurturing curriculum. We aim to enable all pupils to live safe, active and healthy lives, supporting them to flourish in mind, body, heart and spirit. The focus of our pupil premium strategy is to help disadvantaged pupils achieve their full potential.

We serve a diverse community, and many of our disadvantaged pupils face additional vulnerabilities, including SEND needs or being Looked After. Our strategy therefore seeks to support all vulnerable pupils, considering the needs of both disadvantaged children and those who are not. By the end of Year 6, we want every pupil—regardless of gender, ability, social background or ethnicity—to have experienced the opportunities needed to develop strong academic skills as well as social, moral and cultural awareness. These foundations will prepare them to be successful lifelong learners, both in secondary school and beyond.

Although our strategy prioritises high-quality teaching, we recognise that many of our pupils’ needs extend beyond the academic. Supporting pupils with SEMH as a primary concern—whether they are disadvantaged or not—is essential to promoting their well-being. Our Family Support Worker plays a key role in this provision, complementing targeted interventions and quality-first teaching. Across all elements of our strategy, we are committed to ensuring that every pupil has access to the same enriching learning experiences, both inside and outside the classroom, and is encouraged to aspire and succeed.



Evidence-Based Approaches Aligned with DfE Best Practice

Challenge	Tier 1: High-quality teaching	Tier 2: Targeted academic support	Tier 3: Wider strategies
1. Oracy and use of language remains a challenge and is a whole-school focus as well as for those more disadvantaged pupils	Approach: Implement structured oracy programmes, such as the Voice 21 approach/Speech Link, which focuses on developing speaking and listening skills through structured activities. Evidence: Research shows that structured oracy interventions can lead to significant improvements in pupils' speaking and listening skills (EEF, Oral Language Interventions). Implementation: Train teachers in oracy strategies, integrate oracy into the curriculum, and provide regular opportunities for speaking activities in all subjects. Impact: Improved confidence and ability in speaking, leading to better engagement and participation in class. Monitoring: Use speaking assessments and teacher observations to track progress in oracy skills.	Approach: Provide small group interventions focusing on oracy skills, using peer tutoring and structured dialogue activities. Evidence: EEF research indicates that small group tuition can be effective in improving oracy skills (EEF, Small Group Tuition). Implementation: Identify pupils needing support, schedule regular sessions, and train staff to facilitate these interventions. Impact: Enhanced speaking skills and increased participation in class discussions. Monitoring: Track progress through pre- and post-intervention assessments and pupil feedback.	Approach: Build oracy into wider offer- Nurture and life-skills sessions as well as assemblies and whole-school activities. Evidence: Participation in extracurricular activities is linked to improved communication skills (EEF, Sports Participation). Implementation: Collaborate with local organisations to run clubs, promote participation among disadvantaged pupils, and schedule regular sessions. Impact: Increased confidence in speaking and improved social skills. Monitoring: Track participation rates and gather feedback from participants and parents.
2. Fluency and reading (including segmentize and blending phonics) is a challenge due to often lower levels of engagement in reading at home.	Approach: Follow a validated phonics scheme (Floppy) to enhance phonics knowledge and reading fluency. Evidence: The EEF indicates that systematic phonics approaches can significantly improve early reading skills (EEF, Phonics). Implementation: Provide training for staff on the phonics programme, schedule regular phonics sessions, and ensure consistent delivery across year groups. Impact: Increased reading fluency and comprehension among disadvantaged pupils. Monitoring: Track reading assessments and fluency scores at regular intervals to measure progress.	Approach: Implement one-to-one reading interventions, such as IDL which focuses on spelling and language understanding and reading sentences aloud. Evidence: EEF research supports the effectiveness of one-to-one tuition in improving reading outcomes (EEF, One-to-One Tuition). Implementation: Identify pupils who require additional support, train staff in the intervention, and schedule regular sessions. Impact: Improved reading fluency and comprehension skills. Monitoring: Use reading assessments to evaluate progress and adjust interventions as needed.	Approach: Create a reading culture across school-child-led clubs and targeted reading activities for groups of pupils. Evidence: Access to a variety of reading materials can enhance engagement and fluency (EEF, Reading Comprehension Strategies). Implementation: Partner with local libraries and authors to provide resources and run reading events. Impact: Increased motivation to read and improved fluency. Monitoring: Track participation and gather feedback on reading habits and preferences.

3. Data shows that Maths fluency and understanding of number are a weakness for our disadvantaged pupils.	Approach: Employ a mastery approach to teaching mathematics, focusing on depth of understanding and fluency in number concepts. Evidence: The EEF's research highlights that mastery learning can lead to improved outcomes in mathematics (EEF, Mastery Learning). Implementation: Train teachers in mastery techniques, provide resources for hands-on learning, and implement regular assessments to inform instruction. Impact: Enhanced mathematical fluency and understanding, leading to improved performance in maths assessments. Monitoring: Use formative assessments and standardised tests to evaluate pupils' understanding and fluency in maths.	Approach: Provide targeted small group interventions focusing on number fluency and problem-solving skills. Evidence: EEF research indicates that small group interventions can effectively improve maths skills (EEF, Small Group Tuition). Implementation: Identify pupils needing support, schedule regular sessions, and train staff to facilitate these interventions. Impact: Improved confidence and competence in maths. Monitoring: Track progress through pre- and post-intervention assessments and pupil feedback.	Approach: Organise opportunities for maths to enrich the curriculum. Build maths skills into the Nurture hub and life-skills sessions. Evidence: Participation in extracurricular activities can enhance understanding and enjoyment of maths (EEF, Sports Participation). Implementation: Collaborate with local organisations to run clubs, promote participation among disadvantaged pupils, and schedule regular sessions. Impact: Increased engagement and improved mathematical understanding. Monitoring: Track participation rates and gather feedback from participants and parents.
4. Enriching the curriculum remains a high priority for all pupils but building on cultural capital for a most disadvantaged pupils remains a focus.	Approach: Develop partnerships with local organisations to provide extracurricular activities, such as sports, arts, and music. Evidence: Participation in extracurricular activities is linked to improved academic performance and social skills (EEF, Sports Participation). Implementation: Identify local partners, schedule regular enrichment activities, and promote participation among disadvantaged pupils. Impact: Increased engagement and motivation, leading to improved overall well-being and academic performance. Monitoring: Track participation rates and gather feedback from pupils and parents on the impact of enrichment activities.	Approach: Offer targeted financial support for disadvantaged pupils to participate in extracurricular activities and trips. Evidence: Financial support can remove barriers to participation, leading to improved outcomes (EEF, Sports Participation). Implementation: Create a clear application process for funding, communicate opportunities to families, and monitor usage. Impact: Increased participation in enrichment activities among disadvantaged pupils. Monitoring: Track funding applications and participation rates, and gather feedback from families.	Approach: Implement a programme of after-school clubs focusing on various interests, including sports, arts, and STEM. Evidence: Diverse enrichment opportunities can enhance social skills and academic performance (EEF, Sports Participation). Implementation: Survey pupils to identify interests, schedule clubs accordingly, and promote them effectively. Impact: Broader engagement and improved social and emotional well-being. Monitoring: Track attendance and gather feedback on the impact of clubs on pupils' experiences.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 (included in FSW role)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture UK training for SENCO and FSW</i>	nurtureuk research: promoting nurture in education	1, 2, 4

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

Budgeted cost: £10,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy IDL intervention</i>	Resounding Impact of IDL on Literacy Ability Published on 16/01/2018 IDL is proven to increase average reading and spelling ages by 11 months. <i>IDL group</i> The Resounding Impact of IDL on Literacy Ability IDL (idlsigroup.com)	1, 2
<i>Structured interventions- Staff salary</i>	Phonics intervention Maths intervention Pre-reading sessions Handwriting group BEAM KS1 mastering number KS2 mastering number Nurture group provision Soft start/end to day	1,2,3

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

Budgeted cost: £33,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family support worker	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of	1, 4

	trusting relationships with an adult or older peer can provide a different source of support. <i>EEF- Mentoring programmes</i> Mentoring EEF (educationendowmentfoundation.org.uk)	
Sport coach for lunch provision	The need for positive role models for children during unstructured times is clear- behaviour declines and opportunities to join clubs outside school have less take-up for disadvantaged pupils.	1, 4
Funding for the disadvantaged to access the same experiences throughout school	Using the funding to support pupils to have the same experiences as their peers regardless of social circumstances.	4

Total budgeted cost: £44250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1

To improve the application of phonics in written work for all pupils, thereby strengthening writing outcomes across the school, with a particular focus on disadvantaged pupils.

Phonics scores progress data is expected- next steps include identification of SEND need.

Priority 2

To achieve and sustain improved wellbeing for all pupils, with particular emphasis on disadvantaged pupils and those with identified social, emotional and mental health (SEMH) needs.

Pupil confidence increased- lower PEX data. Attendance above average.

Priority 3

To achieve and sustain improved attendance for all pupils, with a specific focus on disadvantaged pupils and those identified as vulnerable.

Attendance above national last year.

Priority 4

To improve reading outcomes at Key Stage 2 for disadvantaged pupils, while also enhancing reading outcomes overall by fostering a love of reading among all pupils.

KS2 reading data progress better than expected- large cross-over with disadvantaged and SEND including EHCP.

Externally provided programmes

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

Programme	Provider
White Rose and NCETM Maths	White Rose/NCETM
Literacy and Numeracy IDL	IDSL group
Spelling	Read Write Inc.