Meridian Angel Primary Pupil Premium strategy statement

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 impact that last year's spending of pupil premium had on outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	79/167 = 47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Lawrence Desouza
Pupil premium lead	Lawrence Desouza
Governor / Trustee lead	Reverend Tina Kelsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,945
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£114,945

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, but our non-disadvantaged pupils will also benefit.

Our model also ensures that this teaching extends beyond the classroom, with experienced, high-quality teachers providing a significant range of daily intervention groups across all subjects and prioritising the key areas of early reading and number fluency. Evidence (both nationally and in our own setting) shows that these are the areas in which there are the most significant gaps to close.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Our objective is to ensure that the attainment gap between disadvantaged and not disadvantaged learners closes more as children progress through the school, to the extent that it is closed by the time they transition to year 7.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence among disadvantaged pupils continues to limit attainment. FSM pupils have significantly higher persistent absence rates than their peers, reducing access to high-quality teaching and contributing to weaker outcomes, particularly at KS2 where Pupil Premium attainment in reading, writing and maths combined (62%) remains below national expectations.
2	Attendance gaps between FSM (disadvantaged) pupils and their peers are contributing to in-school attainment gaps. Although FSM attendance is above national averages, it remains below whole-school attendance, which correlates

	with lower proportions of Pupil Premium pupils achieving expected and greater depth standards across KS1 and KS2.
3	Disadvantaged pupils are less likely to achieve age-related expectations in reading, writing and mathematics by the end of KS2. Pupil Premium pupils achieve below national figures across all core subjects (62% compared to national averages of 72–74%), indicating that further work needed on closing attainment gaps.
4	Low proportions of disadvantaged pupils achieving greater depth indicate limited stretch and challenge. Pupil Premium pupils show low outcomes at greater depth across KS1 and KS2, suggesting that teaching and intervention are not consistently enabling higher-attaining disadvantaged pupils to excel.
5	Early foundations in phonics and early literacy for disadvantaged pupils require strengthening. Phonics outcomes for Pupil Premium pupils (71%) are below national expectations (80%), increasing the risk of later reading difficulties and contributing to weaker KS1 and KS2 reading outcomes.

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
1. Persistent absence for disadvantaged pupils is significantly reduced.	• FSM persistent absence reduces year-on-year and is closer to the whole-school figure. • Increased proportion of FSM pupils attending above 96%. • Improved consistency of attendance for identified FSM pupils with targeted plans in place and reviewed regularly.
2. The attendance gap between disadvantaged pupils and their peers is narrowed.	• FSM attendance gap to whole-school attendance is reduced. • Attendance data shows sustained improvement for FSM pupils across the academic year. • Improved attendance correlates with improved engagement and progress in class.
3. Attainment gaps for disadvantaged pupils in reading, writing and mathematics at KS2 are reduced.	• Increased percentage of Pupil Premium pupils achieving the expected standard in reading, writing and maths combined at KS2. • Pupil Premium outcomes move closer to national averages and non-disadvantaged peers. • Progress measures show accelerated progress for targeted FSM pupils.
4. A greater proportion of disadvantaged pupils achieve greater depth across the curriculum.	• Increased percentage of Pupil Premium pupils achieving greater depth at KS1 and KS2. • Lesson observations and work scrutiny show consistent challenge and stretch for higher-attaining disadvantaged pupils.

	• Targeted support and teaching adaptations are evident for pupils identified as capable of greater depth.
5. Early literacy and phonics outcomes for disadvantaged pupils are strengthened.	• Increased proportion of Pupil Premium pupils meeting the expected standard in phonics, moving closer to national benchmarks. • Improved KS1 reading outcomes for disadvantaged pupils. • Early reading interventions are implemented consistently and evaluated for impact.

Activity in this academic year

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: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school professional development focused on high-quality teaching for disadvantaged pupils, including adaptive teaching and effective scaffolding.	The EEF identifies high-quality teaching as the most impactful strategy for improving outcomes for disadvantaged pupils. Adaptive teaching ensures pupils with gaps in learning can access age-appropriate content without lowering expectations	3, 4, 5
Targeted CPD in Little Wandle Programme, including consistent use of evidence-based programmes and effective intervention strategies.	The EEF and DfE Reading Framework highlight systematic phonics and strong early reading instruction as essential for closing gaps, particularly for disadvantaged pupils who are at greater risk of falling behind early.	5
Use of StepLab (instructional coaching and mentoring) to improve consistency of teaching across reading, writing and mathematics.	EEF evidence shows that instructional coaching supports sustained improvements in classroom practice and pupil outcomes, particularly when linked to clear priorities and regular feedback.	3, 4
Strengthening assessment and responsive teaching practices to identify gaps	The EEF emphasises the importance of formative assessment and responsive teaching in ensuring disadvantaged pupils make accelerated progress and	3, 5

early and adapt teaching accordingly.	that misconceptions are addressed promptly.	
Focused CPD on challenge and stretch to increase greater depth outcomes for disadvantaged pupils.	EEF research highlights that disadvantaged pupils can be underrepresented in higher attainment groups unless teaching explicitly plans for challenge, depth, and ambitious outcomes.	4
Attendance-aware teaching practice, including use of catch-up strategies and high-impact classroom routines for pupils with irregular attendance.	DfE and EEF research confirms that attendance is a prerequisite for learning; high-quality teaching and structured classroom routines help mitigate the impact of absence and support re-engagement.	1, 2
Induction and ongoing support for ECTs and new staff, with a focus on inclusive and evidence-informed teaching approaches.	The EEF notes that teacher development and retention are critical in sustaining high-quality teaching, particularly in schools serving disadvantaged communities.	3, 4, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 intervention in reading, writing and mathematics for Pupil Premium pupils identified as below age-related expectations.	The EEF identifies targeted academic support as having a high impact when interventions are time-limited, evidence-based, and delivered by trained staff. Small-group tuition is particularly effective for disadvantaged pupils when closely monitored.	3, 5
Targeted phonics and early reading intervention for disadvantaged pupils in EYFS and KS1.	The EEF and DfE Reading Framework highlight that early, systematic phonics intervention is essential for pupils at risk of long-term reading difficulties, particularly those from disadvantaged backgrounds.	5
Structured catch-up provision for pupils with poor attendance to close gaps in learning.	EEF research shows that targeted catch-up support helps mitigate the negative impact of absence, ensuring pupils re-access learning quickly and gaps do not widen further.	1, 2, 3
Additional adult support in lessons to scaffold learning for	The EEF stresses that targeted adult support is effective when it supplements, rather than replaces, high-quality	3, 4

disadvantaged pupils, without reducing curriculum ambition.	teaching and is clearly linked to learning objectives.	
Identification and support for higher-attaining disadvantaged pupils to increase greater depth outcomes.	The EEF highlights that disadvantaged pupils are often underrepresented at greater depth unless schools deliberately plan for challenge and enrichment within the classroom and through targeted support.	4

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring and intervention for disadvantaged pupils, including personalised attendance plans and regular review meetings.	DfE research identifies persistent absence as a significant barrier to attainment. The EEF confirms that improving attendance is a prerequisite for learning, particularly for disadvantaged pupils.	1, 2
Strengthened family engagement and support for disadvantaged families to improve attendance and engagement.	EEF evidence shows that parental engagement has a positive impact on pupils' learning and attendance when schools build trusting relationships and provide practical support.	1, 2
Pastoral and wellbeing support for disadvantaged pupils, including targeted emotional and social support.	The EEF highlights that social and emotional learning approaches can positively impact attainment and behaviour, particularly for disadvantaged pupils facing additional barriers.	1, 3
Subsidised access to enrichment activities, trips, and wider curriculum opportunities.	Ofsted and DfE guidance emphasise the importance of personal development and enrichment in supporting engagement, aspiration, and attendance for disadvantaged pupils.	2, 4
Breakfast provision and practical support to remove barriers to attendance and readiness for learning.	DfE guidance and EEF research indicate that practical support such as breakfast provision can improve punctuality, attendance, and concentration, particularly for disadvantaged pupils.	1, 2

Total budgeted cost: £115,000 (£46,500 + £40,000 + £28,500)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 – 2025 Outcomes

Data for the end of term Aut/Sp/Su 2025

MAPS	EYFS National 68% (2024)	Phonics National: 80% (Y1) 2024		KS1 Reading		KS1 Writing		KS1 Maths		R/W/M combined	
LAT1/2 Teacher assessments	On track for %GLD	On track % Y1	On track % Y2	On track % achieving Exp standard+	On track % achieving Greater depth	On track % achieving Exp standard+	On track % achieving Greater depth	On track % achieving Exp standard+	On track % achieving Greater depth	On track % achieving Exp standard+	On track % achieving Greater depth
Meridian Angel Primary	75%	76%	75%	72%	29%	62%	14%	72%	24%	62%	14%
PPG	75%	71%	75%	78%	11%	67%	0%	56%	11%	56%	0%
SEND	33%	50%	67%	67%	17%	50%	0%	50%	0%	50%	0%
Boys	67%	67%	100%	67%	17%	33%	17%	67%	17%	33%	17%
Girls	88%	88%	67%	73%	33%	73%	13%	73%	27%	73%	13%

MAPS	KS2 Reading		KS2 Writing		KS2 Maths		R/W/M combined	
LAT1/2 End of KS 2 Natioanl 2024 comparative	% achieving Exp standard+ Nat: 74%	% achieving Greater depth Nat: 28%	% achieving Exp standard+ Nat: 72%	% achieving Greater depth Nat: 12%	% achieving Exp standard+ Nat: 73%	% achieving Greater depth Nat: 23%	% achieving Exp standard+ 6 Nat: 61%	% achieving Greater depth Nat: 7%
Meridian Angel Primary	72%	8%	72%	20%	72%	24%	72%	0%
PPG	62%	8%	62%	15%	62%	15%	62%	0%
SEND	50%	17%	50%	17%	50%	17%	50%	0%
Boys	60%	27%	60%	27%	60%	33%	60%	0%
Girls	90%	10%	90%	10%	90%	10%	90%	0%

Findings

- Disadvantaged pupils' attainment has been assessed using national statutory assessments (EYFS Profile, Phonics Screening Check, KS1 teacher assessments and KS2 SATs), alongside MAPS teacher assessment data.
- Outcomes have been compared with published national data (2024) and with non-disadvantaged pupils within the school to identify strengths and areas for development.
- Early Years:
  - 75% of disadvantaged pupils achieved a Good Level of Development, exceeding the national average (68%) and in line with the school's overall outcome.
  - This indicates strong early foundations for disadvantaged pupils on entry to Key Stage 1.
- Phonics (Year 1):
  - 71% of disadvantaged pupils met the expected standard.
  - This was below the national average (80%) and slightly below the school figure (76%), identifying early reading and phonics as a priority.
- Key Stage 1:
  - Disadvantaged pupils' attainment at the expected standard was broadly in line with, and in some areas above, school outcomes, particularly in reading.

- Attainment at greater depth was low, indicating limited higher-standard outcomes for disadvantaged pupils.

- Key Stage 2:
  - 62% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined, compared with 61% nationally and 72% across the school.
  - Attainment in reading, writing and maths individually was below national averages.
  - Outcomes at greater depth were very limited, highlighting a key area for improvement.

- Overall evaluation:
  - Disadvantaged pupils achieve well in the early years, with gaps widening as pupils move through the school.
  - Key priorities identified include early reading and phonics, KS2 attainment, and increasing challenge to improve greater depth outcomes.
  - This analysis directly informed the school's Pupil Premium strategy and targeted use of funding.

Attendance

LDBS Academy Trust (LAT1)
Meridian Angel Primary School Attendance Data 1st Sept 2023 until 31st Jul 2025

Attendance

Meridian Angel	Overall attendance	Attendance FSM	Attendance SEND
National (Sept 2023 – Jul 2024)	92.9%		
Overall Attendance (two years)	95.1%	93.4%	92.2%
1st Sept 2024 to 31st Jul 2025	95.3%	93.8%	92.8%
1st Sept 2023 to 31st Jul 2024	94.9%	93.0%	91.6%

Persistent Absence (PA)

Meridian Angel	PA	FSM	SEND
National (Sept 2023 – Jul 2024)	20%		
Overall PA (two years)	13.49%	22.5%	30.9%
1st Sept 2024 to 31st Jul 2025	13.33%	21.5%	25%
1st Sept 2023 to 31st Jul 2024	13.64%	23.4%	36.8%

Findings:

FSM attendance is above national levels:

- FSM attendance for Sept 2024 – July 2025 was 93.8%, which is higher than national overall attendance (92.9%).
- This reflects a positive comparative position for disadvantaged pupils when benchmarked nationally.

FSM attendance has improved over time:

- FSM attendance increased from 93.0% in 2023 – 24 to 93.8% in 2024 – 25.
- This suggests that current attendance strategies are having a sustained impact.

FSM attendance remains below whole-school attendance:

- Whole-school attendance in 2024 – 25 was 95.3%.

- An in-school attendance gap remains between FSM pupils and their peers.

Persistent absence (PA) among FSM pupils remains a concern:

- 21.5% of FSM pupils were persistently absent in 2024 – 25.
- This is higher than the school's overall persistent absence rate (13.33%).

Persistent absence is improving but still elevated

- FSM persistent absence reduced from 23.4% (2023 – 24) to 21.5% (2024 – 25).
- Despite improvement, persistent absence for FSM pupils remains a significant barrier to learning.

National patterns are reflected locally

- FSM pupils continue to experience higher persistent absence, in line with national trends relating to disadvantage.

Strategic implication

- While FSM attendance compares favourably with national figures and is improving, reducing persistent absence for disadvantaged pupils remains a key priority within the Pupil Premium and attendance strategies.

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
Purple Mash	2Simple
Destination Reader	Hackney Learning Trust
Little Wandle	Collins & Wandle Learning Trust
Opening Worlds	Haringey Education Partnership (HEP)
Kapow	Kapow Primary (Art/DT)
G Suite	Google
IDL: Dyslexia and Dyscalculia	IDLS Group
EWO – attendance	Enfield Local Authority
StepLab	StepLab
ClickView	ClickView
NELI	Nuffield (EYFS)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

In developing this three-year Pupil Premium Strategy, the school has drawn on a range of national research and guidance relating to the effective use of pupil premium funding, the impact of socio-economic disadvantage on educational outcomes, and strategies for addressing barriers to learning. This includes guidance from the Education Endowment Foundation (EEF), the Department for Education (DfE), including Improving School Attendance, the DfE Reading Framework, and findings from the SEND Review. The strategy has been developed using the EEF's implementation guidance, with a strong focus on the explore phase to accurately diagnose need. This has been informed by detailed analysis of pupil-level data, including attendance, attainment, and progress outcomes for disadvantaged pupils. Given that a significant proportion of pupils at Meridian Angel Primary School are eligible for Pupil Premium, this approach has enabled leaders to identify evidence-based strategies most likely to secure sustained improvement. A robust monitoring, evaluation, and review framework is in place to assess the impact of all strategies and spending. This enables leaders to refine and adapt provision over time, ensuring that pupil premium funding continues to secure improved outcomes, attendance, and wider development for disadvantaged pupils.