



Meath Green Infant School

Pupil Premium Strategy Statement 2026 to 2029

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 (2026 to 2027) and the outcomes for disadvantaged pupils last academic year (2025 to 2026)

School Overview

Detail	Data
School Name	Meath Green Infant School
Number of Pupils in School	269
Proportion (%) of Pupil Premium Eligible Pupils	10.5%
Academic Years that our Pupil Premium Strategy Plan Covers	2026 to 2029
Date this Statement was Published	September 2025
Date on which it will be Reviewed	July 2026
Statement Authorised by	Mrs H Powell
Pupil Premium Lead	Mrs K Lang

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£33,330
Pupil Premium Funding Carried Forward from Previous Year	£0
Total Budget for this Academic Year	£33,330

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium funding is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces.

At Meath Green Infant School, we believe all disadvantaged pupils can overcome barriers to learning and be happy and successful at school. We place a strong emphasis on ensuring that our disadvantaged pupils receive high quality teaching.

The key areas of our Pupil Premium Strategy are to enhance teaching, provide targeted support where required and support wider areas of development such as attendance and behaviour.

Challenges

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

Challenge Number	Detail of Challenge
1	Lower academic starting points compared to peers.
2	Lower attendance compared to other groups in school.
3.	Less developed early communication skills such as attention and listening and interaction.
4.	Lower levels of social and emotional development, and an increase in requests from parents for support at home.
5.	Lack of enrichment opportunities.

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
Disadvantaged children make good progress in phonics/reading.	Early reading is seen as a whole school priority. All children make expected or better progress in phonics/reading from their starting points. Internal data measures show that 70% of disadvantaged children are achieving expected levels in phonics/reading.
Disadvantaged children engage positively with school, showing improving attendance. They are able to talk about positive experiences of school.	Attendance for disadvantaged children improves over time (by term/year) and is then sustained at 95% or above. Pupil voice records that 95% of children are happy to attend school and can recall examples of positive engagement with learning. Disadvantaged children are prioritised for ELSA/Nurture Support if needed and will access support within 6 weeks of the need being identified.
Disadvantaged children are supported to engage in extra-curricular activities including school trips, and extra-curricular clubs. Money is allocated to cover the cost of school uniform.	100% of disadvantaged children attend educational visits free of charge. Disadvantaged children are offered the opportunity to attend a school club free of charge for one term each academic year. 100% of families who request help with uniform receive financial support up to £50.00

Activity in this Academic Year

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

Teaching (for example, CPD, resources, inclusive practice)

Budgeted cost: £ 20,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Strong CPD offer for teachers to ensure Quality First Teaching, linked to School Development Plan targets as well as subject specific CPD to improve outcomes across the curriculum, including SEND and SEMH provision)</p>	<ol style="list-style-type: none"> 1. Excellent Teaching for All: The school prioritises high-quality teaching in every classroom to drive improved outcomes for all pupils. 2. Impactful CPD: A strong CPD offer ensures Quality First Teaching (QFT), aligned with school development priorities. 3. Universal and Targeted SEMH Support: Whole-school zones of regulation and class level SEMH strategies are embedded, supported by staff training and targeted interventions to meet emotional and behavioural needs. 4. Inclusive Practice: Learning Support Assistants with additional training support inclusive strategies, ensuring disadvantaged pupils benefit from tailored support and raised attainment. 5. Direct Benefit to PP children: Pupil Premium funding is used strategically to improve pastoral provision, ensuring disadvantaged pupils receive explicit, measurable benefit through enhanced engagement and academic progress. 	<p>1, 2, 3, 4</p>

Targeted Academic Support (for example, tutoring and structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Group and one-to-one support from ELKLAN trained staff to develop pupils' early communication skills, vocabulary and understanding of language.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 3
Pre-teaching of skills and vocabulary	Pre-teaching is a teaching strategy that enhances overall understanding of the academic content, introduces vocabulary as well as supporting mastery of the language.	1, 3, 4
Write from the Start Intervention	The ability to produce fluent, legible handwriting affects attainment in many areas. The process of handwriting involves the complex coordination of motor, perceptual and cognitive skills which require considerable practice. The Write From The Start programme offers an effective approach that guides children through the various stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting.	1, 3
NELI Intervention	An EEF evaluation, published in May 2020, found that children who received the NELI programme made the equivalent of three months' additional progress in language skills, on average, compared to children who did not receive NELI. Children who received the NELI programme also made the equivalent of two additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills (as measured by the digital application Language Screen).	1, 3,4

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

Budgeted cost: £ 3,330

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Educational Visits	<p>6. Improved Engagement: Visits boost pupil motivation, confidence, and participation, as shown through surveys and teacher observations.</p> <p>7. Equal Access: Funding ensures disadvantaged children can participate equally, reducing barriers and promoting inclusion.</p> <p>8. Curriculum Enrichment: Experiences outside the classroom deepen understanding and support curriculum goals.</p> <p>9. Evidence-Based Practice: Supported by EEF guidance highlighting the value of enrichment in raising attainment.</p>	4, 5
Club Subsidies	<p>10. Boosts Confidence and Self-Esteem: Participation in clubs helps children to develop pride, identity, and personal achievement.</p> <p>11. Improves Engagement and Attendance: Children involved in enrichment activities often show better attendance and classroom focus.</p> <p>12. Supports Social Skills: Group activities foster teamwork, communication, and friendships, especially for children at risk of isolation.</p> <p>13. Promotes Equity: Funding ensures disadvantaged children can access the same enrichment opportunities as their peers.</p> <p>14. Backed by Research: EEF highlight the value of extra-curricular activities in supporting wider educational outcomes.</p>	4, 5
Support with Purchase of School Uniform	Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. Providing uniform can help children to feel a sense of belonging within the school community.	4, 5

Total budgeted cost: £33,330

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

July 2025	GLD (EYFS)	Phonics Screen (Year 1)	End of KS1 - Reading	End of KS1 - Writing	End of KS1 – Maths	Attendance
Disadvantaged Children	33% (6)	83% (8)	52%	50%	58%	93%
All Children at MGIS	61%	81 %	70%	55%	72%	95.7%

Summary

Outcomes

Overall, outcomes at the end of EYFS were lower this year compared to the previous academic year, partly due to a higher level of need across the year group (4 EHCPs). The school received EEIF Funding and was able to provide significant CPD opportunities for all staff within the Reception Team as well as additional interventions for the children.

Outcomes for the Phonics Screen in Year 1 were higher for the disadvantaged group compared to all learners.

Where children did not make good progress, barriers have been identified and additional support is in place for this year.

Attendance

There was a slight increase in the attendance of disadvantaged children when compared to the previous academic year. Children and their families are supported through our attendance management procedures. The school continues to monitor attendance closely. Disadvantaged children's attendance is tracked separately and regularly discussed in attendance meetings to ensure timely intervention and support.

Educational Visits

100% of Pupil Premium children attended educational visits free of charge.

Extra-Curricular Clubs

A comprehensive choice of school-run and externally-run clubs is in place with priority given to pupil premium children. The school covers the cost of a term's attendance at the club. 74% of pupils participated in this offer.

SEMH Provision

48% of pupil premium children received targeted or specialist pastoral support across the year e.g. ELSA Support, Lunch Club provision.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	