

Pupil premium strategy statement – Trumpington Meadows

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trumpington Meadows
Number of pupils in school	224 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	46.58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ollie Monro (Headteacher) & Governing Body
Pupil premium lead	Ollie Monro
Governor / Trustee lead	Liz Woodham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,530
Recovery premium funding allocation this academic year	£0
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	£154,530

Part A: Pupil premium strategy plan

Statement of intent

At Trumpington Meadows, our intent is for all children to achieve, across all areas of the curriculum, regardless of their background. As a school with high levels of pupil premium, our school vision of reaching for the stars, no matter who you are or where you come from is at the heart of this strategy, targeted to ensure that disadvantaged pupils have the support they need to make good progress and achieve their full potential. We recognise that there is no greater measure we can put in place than high-quality teaching of an ambitious, exciting curriculum, in all classes and across the different subject areas, ensuring that children at our school develop into confident, numerate, literate and engaged citizens of the future. Consequently, we continue to invest heavily in CPD and professional development so that our teaching and provision in school is of the highest possible quality. We also recognise that children cannot learn and make academic or social progress unless they are feeling safe and secure, and whilst this is not a need exclusive to disadvantaged pupils, we invest in our Inclusion team and support staff so that social, emotional and mental health needs are met. Similarly, we prioritise working with parents to improve attendance, support with the holistic development of children and ensure positive working relationships with children at their heart. By using both qualitative and quantitative data, we track the attainment gap and identify where we need to prioritise work as a school and direct our support - as part of our vision to grow and learn together, with learning a lifelong adventure, we are reflective on our practice and provision, to ensure all children, but especially those who are disadvantaged, have the potential to grow. This is expected from all staff across the school - it is at the heart of everything that we do as a learning community and essential to meeting the needs of the community which we serve.

Challenges

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

Challenge number	Detail of challenge
1	Trumpington Meadows is a comparatively new community that has continued to find its heart. Whilst this has changed over recent years, there continue to be high levels of pupil mobility and levels of disadvantage are much higher than the national or local average.
2	Attendance of disadvantaged pupils, whilst improving and close to the FSM national average, is lower than their non-pupil premium peers. In 2024-25, attendance for FSM children was 92.4% compared to 94.4% for the cohort as a

	whole. Persistent absence was 25% compared to 18% for the school as a whole.
3	There continues to be higher than average levels of familial disadvantage in the area - this has an impact on some children, and parents, social, emotional and mental health. There are a number of families who receive support from social care.
4	Some disadvantaged children find self-regulation and managing their emotions in school to be more challenging. This is represented by a disadvantage gap in the 2023/24 suspension rate at the school (1.8% for children in receipt of FSM, compared to 1.15% for the whole school)
5	More disadvantaged children are entering school at a lower level of school readiness and with a disadvantage gap already established at the start of Reception. This gap is difficult to close - in 2024, the disadvantage gap in the outcomes of children achieving GLD was 16% (63% of non-FSM children against 42% of FSM children)
6	Attainment of disadvantaged children in phonics at the end of Year 1 is lower than non-disadvantaged children meaning that children in receipt of FSM are more likely to have difficulties with reading as they move through the school. This is represented by a disadvantage gap of 18% in Phonics in 2024 (89% of non-FSM children compared to 71% of FSM children achieving the threshold mark.)
7	Attainment of disadvantaged children in Key Stage 2 is lower than non-disadvantaged children, meaning this gap is remaining persistent. In 2024, the average score for FSM pupils as 2.9 points lower on the Year 4 Multiplication Check. In Year 6 SATs, whilst the disadvantage gap dropped significantly last year and results for FSM were well above national, there remained an 11% gap in the number of children achieving Reading, Writing and Maths combined.

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
Attainment gap between FSM and non-FSM children will be closing across Key Stage 2. Outcomes for all children will be improving.	<ul style="list-style-type: none"> • Outcomes for all children will continue to improve year-on-year. • The disadvantage gap in Maths will have closed at the end of KS2 (gap was 33% in 2025, with 67% of FSM children achieving the standard) • The disadvantage gap in Maths will also have closed in the Year 4 Multiplication Check (gap of 2.9 points in 2025) • There will be a smaller disadvantage gap in Writing by the end of KS2 with overall attainment improving (gap of 26% in 2025 with 53% of FSM children achieving the standard).

<p>Children from disadvantaged backgrounds will make quicker progress early in their education and will achieve stronger foundations by the end of KS1.</p>	<ul style="list-style-type: none"> • The disadvantage gap in outcomes of GLD at the end of the Reception year will have decreased (19% in 2025 with 42% of FSM children achieving GLD) • The disadvantaged gap in Phonics will have decreased (gap of 18% in 2025, with 71% of FSM children achieving the standard) • Children from disadvantaged backgrounds will have more secure letter formation, spelling and handwriting and will be more ready for KS2. • Children who are working behind in reading will have received rapid catch-up support to accelerate their progress.
<p>Engagement in reading for disadvantaged children will continue to improve.</p>	<ul style="list-style-type: none"> • Accelerated Reader data will indicate high levels of engagement and reading among disadvantaged and non-disadvantaged children alike. • Reading outcomes for all children will have improved. • The disadvantage gap in Reading by the end of KS2 will have decreased.
<p>The wider curriculum will have continued to be developed and all children will be able to access the full range of opportunities.</p>	<ul style="list-style-type: none"> • More children will be achieving age related expectations across the curriculum. • Disadvantaged children will have proportionally equal participation rates in after-school clubs and other enrichment opportunities. • The curriculum will continue to be developed to ensure it represents our community and develops all children's cultural capital.
<p>Children in need of SEMH support will be able to access this within school where possible.</p>	<ul style="list-style-type: none"> • School social worker will have coordinated SEMH provision alongside the SENCo • Some disadvantaged children will have received sessions with a school counsellor, wellbeing TA or SEMH intervention lead. • All staff will have received training on, and will be putting in place, inclusive strategies within the classroom.

	<ul style="list-style-type: none"> • Feedback from parents, staff and children will demonstrate the impact and effectiveness of this SEMH support. • The focus of the SEMH support will have been adjusted to meet the emerging needs of different pupils and cohorts.
Attendance for disadvantaged children will have improved as will the engagement of these families with the school and their child's learning.	<ul style="list-style-type: none"> • Attendance of all children will have continued to improve. • The attendance of FSM children will have continued to improve (from 89.1% in 2022-23 to 92.4% in 2024-25) • The level of persistent absence among FSM children will have decreased (from 39.5% in 2022-23 to 25% in 2024-25) • A greater number of disadvantaged families will be attending parent consultations and engaging regularly with the school.

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: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in quality-first teaching: teachers are given additional PPA time to allow them to plan collaboratively and address the needs of their cohort, including disadvantaged pupils.	Teach First research indicates that doubling the PPA entitlement will have a significant positive impact upon the outcomes for disadvantaged students. Historically at the Federation this has allowed staff the opportunity to participate in highly beneficial professional development opportunities including lesson study or engaging with research (for example EEF research reports on adaptation)	1, 5, 6, 7

	<p>In 2025-26, this activity will focus upon the use of research-informed approaches to adaptation in the classroom to ensure all children can better access learning and make progress across the curriculum. Staff have shared planning time across the Federation where they are expected to plan collaboratively with a focus on adaptation.</p>	
<p>Staff will continue to benefit from high-quality professional development across the curriculum, ensuring the quality of teaching continues to improve.</p>	<p>The school, working across the Federation, will use evidence-based approaches to CPD in school, and validated courses, usually through the Local Authority, for external training. Courses run by the Local Authority for English and Maths leads will share latest research which are then brought into school and disseminated amongst the wider staff.</p> <p>Training focused on adaptation uses EEF research and the Local Authority's resources on Ordinarily Available Provision. Some training will be run by SALT professionals from the Local Authority to ensure all staff are better trained on how to support pupils.</p> <p>Staff will complete a lesson study, focused on elements of adaptation to meet the needs of vulnerable groups, this academic year.</p>	1,5,6,7
<p>A new phonics scheme will be consistently used within the school.</p>	<p>The school has moved, from September 2025, to Little Wandle. This is a highly respected scheme which is built upon the latest evidence-based research into how children learn. The pedagogy behind the scheme is especially relevant to pupils with higher levels of disadvantage and has very high expectations for all pupils, and strategies and resources to help all children to 'catch up' if they are falling behind.</p> <p>Time and resource will be spent this academic year on training and coaching to support staff to embed the new routines, and ensure that the school has sufficient physical resources for the scheme to be delivered effectively.</p>	1, 5, 6
<p>Additional support in class (TAs)</p>	<p>Research indicates that teaching assistant interventions are identified as</p>	1, 5, 6, 7

	<p>having a 4 month improvement on pupil outcomes – support staff are used carefully within the school with specific, prioritised interventions aimed at closing the gap for children who have fallen behind. Currently, these interventions will focus on establishing strong foundations in KS1 and Phonics and Reading catch-up.</p>	
<p>Continued funding of reading scheme – Accelerated Reader – alongside development of the reading curriculum in school.</p>	<p>Reading comprehension strategies are identified as having very high impact by the EEF and alongside these being taught in class, the Accelerated Reader scheme that has been purchased is identified as supporting children in making at least 3 months additional progress. Evidence from the school over the past three years has demonstrated that the scheme has improved all pupils engagement in Reading, and has improved the engagement of FSM pupils. This can be evidenced by the much smaller disadvantage gap, and strong outcomes, for FSM pupils in Reading at the end of KS2 compared to Writing and Maths.</p>	<p>1, 6, 7</p>
<p>Staff will continue to review the effectiveness and impact of the wider curriculum.</p>	<p>Additional PPA time and focused professional development time will be used to ensure the wider curriculum is developed and is as effective as possible for disadvantaged children. OFSTED's subject review documents demonstrate how time spent on subjects, considering pedagogy and disciplinary knowledge, can have a significant impact on the outcomes all pupils can achieve across the broader curriculum, and affect their readiness for the next phase of their education.</p> <p>Staff will also review the cultural capital opportunities within their subject area and their year group, to ensure these are fully accessible to all pupils and are helping to close the advantage gap.</p>	<p>5,6,7</p>

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

Budgeted cost: £42800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with language difficulties will receive Early Talk Boost interventions in EYFS and KS1	Evidence from Development Matters, Bold Beginnings and OFSTED's Strong Foundations research show that self-confidence, behaviour and future attainment can all be negatively affected by speech and language challenges. The school has therefore invested time and personnel into ensuring that Early Talk Boost interventions are consistently and effectively administered to those pupils in need of this additional support, to quickly close this gap. This is currently delivered by the Early Years Inclusion Co-ordinator whose work is focused on closing the attainment gap in EYFS.	4, 5
Provision of individualised resources and adaptive teaching strategies within the classroom.	All classes are expected to carefully consider the resources available during learning to support children and this work will be enhanced during our CPD focus on adaptations. We continue to aim to develop the metacognition of our children, identified by the EEF as one of the most beneficial skills in accelerating pupil progress. Based on advice from external experts, we also put in place individualised levels of support for those children who require it – for example specific equipment for handwriting or to support the emotional needs for children on the autistic spectrum.	4, 5, 6, 7
Intervention groups, directed by the class teacher.	Teachers are expected, through discussions with other staff, to form small intervention groups to support pupil progress that can be delivered by teaching assistants. This will be focused initially on ensuring all children have strong foundations: for example the Keep-Up and Rapid Catch-Up resources within the Little Wandle scheme to ensure that all children have sufficient reading proficiency to succeed in the next stage of their education.	1, 5, 6, 7

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

Budgeted cost: £35,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued work of the school social worker to monitor attendance and engage higher levels of parental engagement.</p>	<p>Research from the DfE shows how the impact of being persistently absent during a child’s primary education can have very significant effects on their long-term attainment, social skills and employability. It is therefore imperative that all children attend school well - the school social worker continues to spend large amounts of time monitoring attendance, alongside other staff, conducting attendance meetings and building relationships with disadvantaged families to ensure higher levels of attendance. The progress made since 2022 on attendance is demonstrative of the positive effect this work is having.</p> <p>The school social worker also supports children where families have been through particular difficulties, sometimes involving social care, to ensure these pupils are calm and regulated and therefore able to better succeed with their learning.</p>	<p>1, 2, 3</p>
<p>School wellbeing TA, external counsellor in school and SEMH-focused TA employed to provide children with the emotional support they need.</p>	<p>A number of children, who have been identified as benefiting from focused support on their social and emotional health, in collaboration with their families will receive support from the Wellbeing TA specifically trained to address this work. Children accessing this support will be monitored to ensure there is high levels of access for children in receipt of FSM. A TA runs evidence-based SEMH interventions (eg Lego Therapy) with small groups of children and the school has an external, fully-trained counsellor in school one-day a week whose work is co-ordinated by the school social</p>	<p>1, 2, 3, 4</p>

	worker. We also work with trainee dramatherapists, social workers and play therapists, alongside external support agencies to ensure the SEMH needs of our children are met.	
Expansion of extra-curricular opportunities and closer monitoring of participation within these.	Research demonstrates that participation in extra-curricular activities and wider opportunities can be highly beneficial for children's self-esteem and wellbeing. We are continuing to broaden the range of clubs and opportunities in school and are tracking pupil participation in these to ensure that disadvantaged children have equal levels of access to these opportunities.	1, 3, 4

Total budgeted cost: £ 154,530

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.

Headline outcomes for Phonics and KS2 in 2024-2025 were very positive and this was reflected in the attainment data achieved by pupils in receipt of free school meals. 53% of pupils in receipt of free school meals achieved the national standard in Reading, Writing and Maths combined, compared to a local average of just 36.5%. TMe also exceeded local outcomes for children in Reading by 15%, Writing by 5% and Maths by 14%. These outcomes reflect the strong progress made by this cohort, although it is important to note that a disadvantage gap remained in the KS2 outcomes. Closing this gap will remain a priority in the new strategy, although the considerable progress made in raising FSM outcomes is notable. In 2023-24, only 40% of FSM children achieved ARE combined, with a disadvantage gap of 45% - this gap has now closed to 16% in 2024-25. Phonics outcomes in Year 1 also show good progress for all children, including the disadvantaged. In 2025, 71% of FSM children achieved the threshold mark, compared to a national average for FSM children of 60.8% showing outcomes for TMe comfortably exceed the norm for disadvantaged children. In 2024, only 61% of FSM children achieved the threshold mark. Again, there remains a disadvantage gap - 19% in 2025, compared to 10% in 2024 and 21% in 2023 - but it is positive that outcomes for all children, including the disadvantaged, are improving. The disadvantage group in GLD outcomes grew last year to 19% - this was a very different cohort and this strategy outlines the further work planned to close this gap earlier.

Beyond the academic attainment, the work of the school social worker, senior leadership team and administrative team focused on attendance has had very positive effects. Whilst a disadvantage gap remains, and is reflected in this strategy, attendance of FSM pupils improved last year to 92.4%, which is very close to the national FSM average. This has improved from 89% in 2022-23. Persistent absence for FSM children has also dropped from 39.5% in 2022-23 to 25% last year. As of December 2025, attendance for FSM children in the 2025-26 academic year has continued to improve.

More broadly, the school has continued to invest in professional development to improve the quality of teaching and the curriculum offer. Staff have developed their knowledge of adaptation to better meet the needs of all pupils, and this work will continue in the coming year. The new phonics scheme has been launched and a new approach to reading has been introduced in KS2 which is demonstrating improved attainment. Investment in Accelerated Reader has continued to improve enthusiasm

in reading across the school. Some staff have completed NPQs whilst subject leaders have used their training and development time to support other staff with the knowledge and skills required to teach the full primary curriculum, including PSHE. This has involved development of the Art curriculum, as well as bespoke training on conflict resolution and anxiety. We continue to ensure children have a broad range of experiences - all KS2 children were able to visit the Cambridge Pantomime for free, an example of cultural capital that may not otherwise be possible. The range of extra-curricular activities has improved, many funded locally, and these free clubs have seen high level of take-up with representation from disadvantaged families proportional to the percentage of FSM at the school. This means many more children are benefiting from these experiences than have previously.

The investment in SEMH support continues to be very positive with many disadvantaged children benefitting from sessions with one of the trained staff - for some, this has had a very positive impact on their regulation within school. The provision available remains flexible to meet the rapidly changing needs of the children whilst the school continues to provide an extensive range of support for families. The progress in parental engagement with information sessions and improvements in attendance are evidence of the benefits these interventions have had.

Further information (optional)

This plan is only representative of some of the work being undertaken in school to best support the ever-changing cohort, and is supplemented by work to support other vulnerable groups such as pupils with SEND or those who have ever had a social worker. For many, there are overlapping areas of need and the latest data indicates that 88% of children at Trumpington Meadows are either EAL, SEND, PP or a combination of these categories.

Trumpington Meadows remains in an anomalous position as, whilst having one of the highest levels of pupil premium in the county, and a figure that is double the average for primary schools nationally, we receive £0 IDACI funding and are officially labelled as being in the top 10% affluent areas nationally. This continues to have an impact on the accuracy of comparisons with similar schools, although it is testament to the work of school staff that the attendance and attainment comparisons show TMe improving considerably against both these 'similar' comparisons and the national average.

This strategy is closely linked to the Federation Improvement Plan, which is a working document which is adapted regularly by the Senior Leadership Team to best reflect the school improvement work being undertaken. It is a collaborative effort with Fawcett Primary and much of this strategy will be reflected in their own strategy statement and will be the result of work across the two schools. That said, the statements also reflect the individuality and differences between the two schools and the cohorts and community that they serve.