

# Pupil premium strategy statement – Meopham School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	912
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr E Roberts Headteacher
Pupil premium lead	Ms J Trueman, AHT - Inclusion
Governor / Trustee lead	Mr A Barham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,707
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£195,707

# Part A: Pupil premium strategy plan

## Statement of intent

At Meopham School, we are united in our vision to create an exciting future for every individual, by instilling a culture of respect, tenacity and excellence that truly improves the lives of all those within our school community.

Our over-arching principle is that we will deliver a curriculum that is **ambitious for all**, adhering to our **TRUE** values: **tenacity, respect, unity and excellence**.

Our mission at Meopham School is to provide our students with an excellent education through a **fully inclusive** and **appropriately challenging curriculum** that provides students with the creativity to meet the demands of an ever-changing world. We will create life-long learners by inspiring our students through **outstanding lessons** delivered by **highly trained and qualified teachers**. Through both a **traditional academic curriculum** at KS3 and KS4 and an ever-growing and highly-ambitious Sixth Form, students will make **excellent progress** and be encouraged to strive towards top-third universities, highly-sought degree apprenticeships or high-level employment.

Academic excellence is important, but we are also committed to instilling excellence in all aspects of our students' development. We will maintain a **safe and stimulating learning environment**, and develop tenacious young people who can **overcome any barriers to learning** and have a **strong sense of moral purpose**. Our students will go on to make a positive difference locally, nationally and globally.

Our Cultural Capital Pledge will develop our students into **well-rounded, confident, excellent** young adults who have the greatest **respect** for their environment, for others around them and for themselves, so they can thrive in all contexts.

By the end of their time with us, we have the following expectations for our students:

### **Be tenacious:**

- All Meopham students will possess the depth of character and **tenacity** to cope with set-backs and rise to challenges, whatever life throws at them. **(T1)**
- All Meopham students will be well-informed and prepared to take the next steps in their education, employment or training. Pupils will be encouraged to strive towards **top-third universities, higher level degree apprenticeships** and **high-level employment**, both in London and further afield. **(T2)**

### **Be respectful:**

- All Meopham students will have **respect for themselves**, and be **emotionally and physically healthy**, equipped to keep themselves safe in the modern, digital world. **(R1)**

- All Meopham students will have **respect for others**, leaving school with an informed understanding of and respect for the **diversity of cultures, backgrounds, beliefs and practices** across the UK and globally. **(R2)**
- All Meopham students will have **respect for their environment**, with an assured understanding of the importance of **sustainability** within their local, national and global community. **(R3)**

#### **Promote unity:**

- All Meopham students will have taken opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help **foster positive relationships** and take students **out of their comfort zone**. **(U1)**
- All Meopham students will gain the **cultural capital** to ensure they are **well-rounded, well-informed** individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds. **(U2)**
- All Meopham students, especially those with Special Educational Need or Disabilities, will be equipped with the **vital life skills** required to flourish and be excellent in adult life. **(U3)**

#### **Be excellent:**

- All Meopham students will be **successful in a wide range of subjects**, with a **strong academic core**, that supports their academic, creative, technical or vocational ambitions. **(E1)**
- All Meopham students will become **experts in their subjects**, and possess the **metacognitive ability** to continually improve their knowledge and skills. **(E2)**
- All Meopham students will be **highly literate and numerate**, fully confident in applying these core skills to new contexts. **(E3)**
- All Meopham students will be **excellent orators**, furnished with the impressive communications skills so sought after by high-level employers. **(E4)**
- All Meopham students will have a **lifelong love of learning**, will **read widely** and appreciate the value of education. **(E5)**

At Meopham School we have high aspirations for all of our students. We believe that they should all be given the opportunity to flourish and reach their full potential regardless of their background and prior attainment.

Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, especially for socio-economically disadvantaged students. As such, we employ a range of strategies including fast feedback, inclusive teaching and memory retrieval activities all with a focus on student engagement. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection

of high quality curriculum materials or the use of standardised assessments. (Source: [The EEF Guide to the Pupil Premium](#) )

Barriers exist for different learner groups and we are committed to closing the gap between progress of our disadvantaged students and their peers.

Our key principles:

- Academic interventions to promote progress
- Engagement with parents/carers
- Improving Attendance
- Raising Aspirations

**Academic interventions** are provided for specific needs with support from high quality, highly trained and experienced staff. Disadvantaged students are prioritised for high quality feedback.

**Engagement with parents/carers** - our Culture and Ethos team provide advice and support to parents/carers to ensure that families are able to support their children academically. This along with the contact made by our teaching staff helps us to understand the needs of individual students, especially those that are Disadvantaged.

**Improving attendance** - the attendance of our Disadvantaged students is monitored carefully and has improved with the strategies we have implemented. The next step is to try to ensure that all barriers to regular attendance are identified and addressed by the school and students recognise the importance of attendance in relation to their wellbeing, academic progress and future life chances.

**Raising aspirations** - our Cultural Capital Pledge has been designed to ensure that all learners, but especially those that are Disadvantaged, have access to a wide array of leadership, enrichment and careers-related opportunities to broaden their cultural horizons. Each student will receive a one-to-one Careers interview to help them plan their next steps post-16 and post-18. Furthermore, the engagement of Disadvantaged students in Enrichment opportunities, student leadership positions and school trips is closely monitored. The school ensures that financial concerns will never be a barrier to a student engaging with the school's Cultural Capital offer.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students need to engage more with opportunities in school to promote their cultural capital and broaden their horizons.
2	Disadvantaged students, especially boys, currently underperform compared to their peers, especially in the key measure of a Standard Pass in English and Maths. To improve their future life chances, the school must drive improvement in these key areas for these students.
3	Disadvantaged students currently have poorer attendance than their peers and are more likely to be persistently absent. The school must develop a strategy to improve this group's attendance, which is fundamental for academic success, wellbeing and future earnings.
4	Especially since the pandemic and the rise of social isolation due to technology, there is a pattern of students demonstrating less tenacity when faced with challenges, which appears to have most adversely affected Disadvantaged students. The school needs to promote the essential life skill of tenacity amongst students in order to ensure they can thrive and flourish in the modern world.
5	Currently, Disadvantaged students have lower average reading ages than their peers and many of their reading ages are below their chronological reading age. This is a significant barrier to them developing the skill of independent learning - particularly in relation to home learning - which needs to be addressed by the school.

## 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
Broaden the aspirations of our Disadvantaged students by offering an improved cultural offer.	<ul style="list-style-type: none"> <li>• Disadvantaged NEET figure at 0%.</li> <li>• Increase in the number of Disadvantaged students applying to university.</li> <li>• Increase in the number of Disadvantaged students applying to Meopham Sixth Form and other Sixth Forms.</li> <li>• Increase in the number of Disadvantaged students applying to higher level apprenticeships.</li> <li>• Increase in the percentage of Disadvantaged students engaging in Meopham's Enrichment programme.</li> <li>• Increase in the percentage of Disadvantaged students engaged in the Meopham Student Leadership Structure.</li> </ul>
Improve the progress and attainment of Disadvantaged students (particularly boys) and	<ul style="list-style-type: none"> <li>• Percentage of Disadvantaged students achieving a Standard Pass in English and</li> </ul>

particularly achieving a Standard Pass in English and Maths.	<p>Maths is equal to non-Disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Disadvantaged progress score to increase by 0.7</li> <li>• Boys Disadvantaged progress score to increase by 1.</li> <li>• Percentage of Disadvantaged boys achieving Standard Pass in English and Maths to increase by 45%.</li> </ul>
Improve the attendance of our Disadvantaged students so it is in line with similar schools.	<ul style="list-style-type: none"> <li>•The percentage of Disadvantaged students who are persistently absent is equal to better than Disadvantaged students in similar schools.</li> <li>•The attendance of Disadvantaged students is equal to or better than Disadvantaged students within similar schools.</li> </ul>
Ensure our Disadvantaged students are more tenacious and less reliant on pastoral support.	<ul style="list-style-type: none"> <li>• Reduction in the number of Disadvantaged students who are regularly placed in SSP.</li> <li>• Reduction in the number of Disadvantaged students who regularly receive C4 and C5 Detentions.</li> <li>• Reduction in the number of Disadvantaged students who are repeatedly suspended.</li> <li>• Increase in the number of Disadvantaged students successfully completing mentoring programmes.</li> <li>• The average Attitude to Learning score of Disadvantaged students to be in line with non-Disadvantaged students.</li> </ul>
Develop our Disadvantaged students into more independent learners, particularly improving reading ages.	<ul style="list-style-type: none"> <li>•The average reading age of Disadvantaged students is equal or better than the average reading age of non-Disadvantaged students.</li> <li>•An increase in the percentage of Disadvantaged students engaging with literacy intervention.</li> <li>•An increase in the percentage of Disadvantaged students successfully engaging with home learning.</li> </ul>

## 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: £98,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Raising Standards Leader to ensure the academic progress, attainment and success of all Disadvantaged students is closely monitored.	<p>'On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.'</p> <p><a href="#">Mentoring   EEF</a></p>	1, 2, 3, 4 and 5
Employment of specialist Senior TAs, HLTA and Assistant SENDCo to support to T&L provision of Disadvantaged students with SEND.	<p>'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	2 and 5
<p>AET external provision training on Inclusive Teaching Practice.</p> <p>Talking Learning Event provided as CPD to all teachers: Disadvantaged students selected to discuss their learning with all teaching staff.</p>	<p>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p><a href="#">Effective Professional Development   EEF</a></p>	2 and 5
Overseeing of Pupil Premium initiatives by the Senior Leadership Team (leading Skills for Success Evening, delivery of CPD on supporting Disadvantaged students, developing strategy for improving the progress of Disadvantaged students with	<p>'The responsibility for developing appropriate enabling structures often lies with school and implementation leaders.'</p> <p><a href="#">A School's Guide to Implementation guidance report   Education Endowment Foundation</a></p> <p>'Schools should use their pupil premium to address the specific challenges their disadvantaged pupils face, through high-quality teaching, targeted academic</p>	1, 2, 3, 4 and 5

<p>Curriculum Leaders and the Raising Standards team etc.)</p>	<p>support and wider strategies to help pupils to attend, belong and succeed.’</p> <p><a href="#">Using pupil premium: guidance for school leaders</a></p> <p>‘Supporting staff with implementation of approaches will enable them to take ownership and deliver your intended outcomes successfully. Monitoring the delivery of your strategy allows you to be flexible and adapt when and where appropriate.’</p> <p><a href="#">Deliver and monitor your strategy   EEF</a></p>	
<p>Provision of revision as part of the Skills for Success Evening.</p>	<p>‘Teachers should aim to support pupils to take responsibility for success in their learning and develop their own successful strategies and approaches.’</p> <p><a href="#">Learning styles   EEF</a></p> <p>‘The average impact of metacognition and self-regulation strategies is an additional eight months’ progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion.</p> <p>Teachers can use a variety of resources to help pupils develop connections between concepts, understand sequential steps, and make criteria for success explicit. For example, teachers might use reflection questions, knowledge organisers, worked examples or success criteria. This supports pupils to plan, monitor and reflect on their learning.’</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	<p>2, 4 and 5</p>
<p>Provision of resources to ensure that all Disadvantaged students can</p>	<p>‘School lunch and other food provision at school are one of the most important meals for many children and young people each day across the UK, offering benefits both academically and related to health outcomes. Therefore, allowing</p>	<p>2, 3, 4 and 5</p>

participate in Catering lessons.	<p>students to have equitable access to nutritious food and drink is essential and leads to improved school food culture. Schools should be encouraged to offer choices available to all students, including those on free school meals (FSM).'</p> <p><a href="#">How can Whole School Approaches to food be adapted to better suit the needs, preferences and priorities of secondary school settings? - a rapid review</a></p>	
Seneca Learning home learning programme	<p>'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.'</p> <p><a href="#">Homework   EEF</a></p>	2 and 5
KayScience home learning programme		
Sparx Maths home learning programme		
Google Education utilised for various T&L strategies, including Google Classroom for home learning, Google Forms and Sheets for the analysis of T&L data and Google Sheets for CPD presentation	<p>'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.'</p> <p><a href="#">Homework   EEF</a></p> <p>'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	2 and 5

	<p>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p><a href="#">Effective Professional Development   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia literacy intervention programme.	<p>'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)... Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.'</p> <p><a href="#">Oral language interventions   EEF</a></p>	2 and 5
Rapid Reader intervention programme.	<p>'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)... Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.'</p> <p><a href="#">Oral language interventions   EEF</a></p>	2 and 5
GCSEPod Access	<p>'On average, students who used GCSEPod the most received 3 grades higher across their subjects than predicted.'</p> <p><a href="#">GCSE Pod</a></p>	2
Period 7 Intervention	<p>'Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p>	2 and 5
Morning Intervention		

<p>Holiday/Saturday Learning Programme</p>	<p><a href="#">Aspiration interventions   EEF</a></p> <p>‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.’</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	
<p>Discounted revision materials</p>	<p>‘Improved metacognition and self-regulation skills have the potential to promote learning across the curriculum and beyond.’</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	<p>2 and 5</p>
<p>Reading mentoring programme delivered by Sixth Form students</p>	<p>‘The average impact of reading comprehension strategies is an additional seven months’ progress over the course of a year. Successful approaches are carefully tailored to pupils’ reading capabilities. Texts should provide an effective, but not overwhelming, challenge.’</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>‘ Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months’ progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide</p>	<p>2, 4 and 5</p>

	<p>range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.'</p> <p><a href="#">Peer tutoring   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skills for Success Parent/Carer Evenings in Year 10, 11 and 12</p> <p>Meet the Tutor in Evening in Year 7</p>	<p>'Teachers should aim to support pupils to take responsibility for success in their learning and develop their own successful strategies and approaches.'</p> <p><a href="#">Learning styles   EEF</a></p> <p>'The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion.</p> <p>Teachers can use a variety of resources to help pupils develop connections between concepts, understand sequential steps, and make criteria for success explicit. For example, teachers might use reflection questions, knowledge organisers, worked examples or success criteria. This supports pupils to plan, monitor and reflect on their learning.'</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	2, 4 and 5
Academic Board Meetings	'The average impact of the Parental engagement approaches is about an	2 and 5

	<p>additional four months' progress over the course of a year.'</p> <p><a href="#">Parental engagement   EEF</a></p> <p>'For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.'</p> <p><a href="#">Individualised instruction   EEF</a></p> <p>'In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'</p> <p><a href="#">Mastery learning   EEF</a></p> <p>'Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p> <p><a href="#">Aspiration interventions   EEF</a></p>	
<p>Safeguarding support provided by the Safeguarding team</p>	<p>'Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.</p> <p>Good mental health and wellbeing helps pupils:</p> <ul style="list-style-type: none"> <li>•attend school</li> </ul>	<p>1, 2, 3, 4 and 5</p>

	<ul style="list-style-type: none"> <li>•develop key life skills, particularly social and emotional skills</li> <li>•engage in learning</li> <li>•achieve academically</li> <li>•have better longer term outcomes, such as future employment</li> </ul> <p>Embedding an evidence-based, holistic, whole school or college approach to mental health and wellbeing helps to achieve this.'</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p>	
Pastoral support provided by Heads of Year and Pastoral Support Managers	<p>'The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'</p> <p><a href="#">Behaviour interventions   EEF</a></p>	1, 2, 3, 4 and 5
Attendance intervention initiatives provided by the Attendance team	<p>'Supportive approaches are most effective when they are put in place as early as possible and therefore it is essential all partners work together in a timely manner.'</p> <p><a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a></p>	3
Uniform and equipment provided to students who require it	<p>'School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>A school uniform policy might include staff holding high expectations of pupils' behaviour with their attire reflecting the values and culture of the school.</p> <p>The implementation of a school uniform policy is likely to have a significant cost for parents. It would not be advisable to change school uniform requirements regularly, as this may further disadvantage children and families of lower socioeconomic households.'</p>	1 and 4

	<a href="#">School uniform   EEF</a>	
Support with travel expenses provided to students who require it	<p>'[All schools are expected to] Support pupils and parents by working together to address any in-school barriers to attendance.'</p> <p><a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a></p>	3
Wellbeing mentoring programme delivered by external partners, school staff and Sixth Form students	<p>'On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.'</p> <p><a href="#">Mentoring   EEF</a></p> <p>'Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.'</p> <p><a href="#">Peer tutoring   EEF</a></p>	1, 2, 3, 4 and 5
Additional meal support	<p>'school lunch and other food provision at school are one of the most important meals for many children and young people each day across the UK, offering benefits both academically and related to health outcomes. Therefore, allowing students to have equitable access to nutritious food and drink is essential and leads to improved school food culture. Schools should be encouraged to offer choices available to all students, including those on free school meals (FSM).</p> <p><a href="#">How can Whole School Approaches to food be adapted to better suit the needs,</a></p>	2, 3, 4 and 5

	<a href="#">preferences and priorities of secondary school settings? - a rapid review</a>	
Funding support for Disadvantaged students to attend culturally enriching trips and extra-curricular activities	<p>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.'</p> <p><a href="#">Arts participation   EEF</a></p> <p>'Whilst pupils eligible for the pupil premium have, on average, lower academic attainment compared to their more advantaged peers, the assumption that poorer pupils have lower aspirations for their education and adult life may be unfounded.</p> <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p> <p><a href="#">Aspiration interventions   EEF</a></p>	1, 2 and 5
Support with securing professional Work Experience placements		
Funding support with peripatetic music lessons		
Counselling provision from a trained Pastoral Support Manager	<p>'Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.</p> <p>Good mental health and wellbeing helps pupils:</p> <ul style="list-style-type: none"> <li>•attend school</li> <li>•develop key life skills, particularly social and emotional skills</li> </ul>	1, 2, 3, 4 and 5

	<ul style="list-style-type: none"><li>•engage in learning</li><li>•achieve academically</li><li>•have better longer term outcomes, such as future employment</li></ul> <p>Embedding an evidence-based, holistic, whole school or college approach to mental health and wellbeing helps to achieve this.'</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p>	
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**Total budgeted cost: £195,707**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

N.B. with the introduction of a new Headteacher and Assistant Headteacher for Inclusion, the school has implemented a new Pupil Premium Strategy for 2025-2028. The review of last year's strategy relates to the previous Pupil Premium strategy.

	22-23	23-24	24-25
<b>PP Cohort Size</b>	36	29	39
<b>KS2 Average</b>	102	102.5	N/A
<b>Disadvantaged A8</b>	37.76	30.34	27.55
<b>A8: Disadvantaged vs Non-Disadvantaged</b>	-4.89	-13.16	-16.33
<b>Meopham School Disadvantaged Attainment 8 vs National Disadvantaged Attainment 8</b>	National Disadvantaged A8: 35 +2.76	National Disadvantaged A8: 34.6 -4.26	National Disadvantaged A8: 34.9 -7.35
<b>Disadvantaged 5+ English and Maths</b>	27.8%	20.7%	17.9%
<b>EM5+: Disadvantaged vs Non-Disadvantaged</b>	-12.5%	-24.3%	-34.6%
<b>Meopham School Disadvantaged 5+ English and Maths vs National Disadvantaged 5+ English and Maths</b>	National Disadvantaged EM5+: 25.2% +2.6%	National Disadvantaged EM5+: 25.8% -5.1%	National Disadvantaged EM5+: 25.6% -7.7%

*N.B. students included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual students and schools differently.*

Year 11 attainment and progress data suggests that Disadvantaged students have been disproportionately impacted by the effects of the pandemic. As such, the school's new Pupil Premium Strategy will have an increased focus on improving Disadvantaged

students' progress and attainment, to ensure Disadvantaged students perform as well as their non-Disadvantaged peers.

<b>Disadvantaged</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
Attendance	80.8%	81.2%	82%
Persistent Absence	53.8%	56.5%	55.3%

Internal attendance data suggests that, whilst attendance of Disadvantaged students improved under the previous Pupil Premium Strategy, more rapid progress is required. The new Pupil Premium Strategy will have a renewed focus in driving the improvement in the attendance of Disadvantaged students.

<b>Disadvantaged</b>	<b>Autumn 24-25</b>	<b>Spring 24-25</b>	<b>Summer 24-25</b>
Negative Behaviour Points Per Student	53.37	53.11	41.92
Suspensions	45	31	7

*N.B. only behaviour data from the academic year 2024-2025 could be analysed as part of this evaluation, as a new behaviour system was launched during 2024-2025, making comparison with internal data previous to this academic year unhelpful.*

Behaviour data suggests there was a significant improvement in the behaviour of Disadvantaged students throughout the academic year 2024-2025, likely due to the introduction of a new whole-school behaviour system. The new Pupil Premium Strategy should ensure the newly-launched mentoring programme supports Disadvantaged students alongside the behaviour system, ensuring the wellbeing of Disadvantaged students is effectively catered for, and students who have displayed negative behaviour in the past can be supported to reduce the number of negative behaviour incidents. The school's new House Points system - which focuses on rewards - will also help to motivate Disadvantaged students.

## **Intended Outcomes from Previous Pupil Premium Strategy**

<b>Intended Outcome</b>	<b>Evaluation</b>
Improve rates of progress for all Disadvantaged students to bring them in line with others and close the gap.	Disadvantaged students' progress was significantly impacted by the pandemic, but the new strategy focuses on improving this.
Increase the chronological reading age of	Disadvantaged students are still showing

Disadvantaged students with a specific focus on year 7,8 & 9 students.	lower reader ages than their peers, but strategies and interventions are being implemented since December 2025 to bridge the gap.
Improve the attendance of Disadvantaged students to limit time lost in the classroom.	Attendance of Disadvantaged students did improve in 2024-2025 although the school hopes to see a faster rate of improvement with the renewed strategy in 2025-2026. A new punctuality strategy was also introduced in the Summer Term of 2024-2025 which is showing an improvement in the punctuality of Disadvantaged students.
Teachers know their Disadvantaged students and their gaps. Learning Leaders will track the progress of Disadvantaged students termly.	All staff know their Disadvantaged students and students' data is tracked.
Raising Standards Leaders, Curriculum Leaders and Tutors will work collaboratively to identify the individual needs of Disadvantaged students.	Raising Standards Leaders monitored data for Disadvantaged students. In 2025-2026, Skills for Success Evenings, Parent/Carer Consultation Evenings and close analysis of data will help to identify the individual needs of Disadvantaged students.
Improve engagement of parents and carers in the learning process.	During 2024-2025, face-to-face Parent/Carer Consultation Evenings were reintroduced to help families in support their children's learning. For 2025-2026, specific Skills for Success Evenings were scheduled and planned to provide parents/carers of students in specific year groups with bespoke advice on revision and exam support for their children.
Offer tailored intervention packages for Disadvantaged students as required.	During 2024-2025, a wide array of additional intervention programmes were provided to Disadvantaged students, including Morning Intervention, Period 7 Intervention and the Holiday/Saturday Learning Programme.

## 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.*

<b>Programme</b>	<b>Provider</b>
Staff CPD	National College
Online Learning	Seneca Learning
Online Learning	Sparx Maths
Online Learning	Kaye Science
Online Learning	Lexia
Attendance Support Software	A Star Attendance
CATS and NGRT Reading Tests	GL Assessment
Online Learning	Google Classroom