

Pupil premium strategy statement

This statement details Swavesey Village College's use of pupil premium funding for the 2024 to 2026 academic year 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	Swavesey Village College
Number of pupils in school	1253
Number of PP pupils in school	209 (16%)
Academic year(s) that this strategy plan covers	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Martin Campbell
Pupil premium lead	Jenny Warburton
Governor / Trustee/Academy Council lead	Susan Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,000
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	£184,000

Part A: Pupil premium strategy plan

Statement of intent

At Swavesey Village College, we believe in helping all students to achieve excellent outcomes, teaching a broad and rich curriculum that fosters subject knowledge and subject interest. Furthermore, we aim to extend the boundaries of learning beyond the classroom, encouraging our students to make meaningful memories and relationships, with ambitious and clear goals for the future. Through both these aspects of their school life, we aim that our students have also developed the best possible 'soft skills' to equip them for their next steps. This is our vision for all our students, irrespective of their background. However, we recognise that statistically and historically, children born into disadvantage are more likely to have lower attendance, make less progress and have fewer extra-curricular experiences and Life Skills than their more affluent peers. Therefore, we aim to provide tailored academic and pastoral support as well as a programme of enrichment that 'closes the gap'.

As part of Meridian Trust, Swavesey is already committed to our Pupil Premium Charter, which "closes the academic and experiences gap for all students and especially those who are disadvantaged." The Pupil Premium Charter identifies FOUR key areas of commitment:

- **Academic mentoring and support.** Each student will be provided with personalised academic mentoring that meets their needs. This will also nurture independent learning, greater autonomy, and self-directed learning and drive.
- **CEIAG.** Each student will have access to the best possible career guidance, have an understanding of a range of progression routes and opportunities available to them post-16.
- **Experiences and enrichment:** Each student will have memorable experiences that will support engagement and grow independence.
- **Attendance and progress:** Each student will be supported to make accelerated academic progress and for their attendance to be in line with non-PP students. Initially this will be working to close the gap through regular staff reporting, close monitoring of HQL and Quality first teaching, shown through learning walks, seating plans, homework completion, behaviour records etc

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment and progress</u> a) Overall, the profile of students in all year groups is "significantly above the national average" in all areas that we test at KS3: reading, English, maths, science and CAT4. However, our pupil premium students are "below national average" in all year groups.

	b) In Summer 2025, the attainment 8 score for PP students was 40.8 compared to 57.5 for non-PP. The percentage achieving 4+ in English and Maths was 55% compared to 84% for non-PP. In part, this is because PP students were disproportionately represented in the students receiving alternative provision (amongst a group of 40 PP students). This is a key area of focus this year.
2	<u>Attendance</u> Pupil Premium students' attendance is persistently lower than their peers. Overall, attendance was 0.5% above national average for 23/24, and 0.9% above national average for 24/25. However, for PP students, attendance was 9.6% lower than non-PP students in 23/24 (when the gap was around 7% nationally) and this increased to an 11.2% gap year 24/25, when nationally the gap stayed at 7.1%.
3	<u>Supporting families</u> Students and their families often require additional support to help them develop (a) beneficial and resilient routines, (b) supportive and fulfilling relationships with their peers, and (c) robust mental health.
4	<u>Enrichment</u> Not all students have access to the same resources and experiences outside school, which (a) makes it harder for them to fully benefit from and enjoy the curriculum, and/or (b) prevents them from developing the same pride, resilience and relationships as their peers.
5	<u>Aspirations</u> Children from disadvantaged backgrounds are less likely to regularly interact with or have familiar role models who have: (a) gained graduate and post-graduate qualifications, and/or (b) work in highly competitive, specialized, senior and/or creative professions. Therefore, they can have lower aspirations or cannot see a pathway to these destinations.
6	<u>Appropriate Provision</u> Some students need alternatives to the normal timetable and curriculum of lessons to help them remain engaged with education, when other methods to improve attainment, attendance and behaviour prove insufficient. For example, over half of the students with an IAEP are PP. We have seen a significant increase in the percentage of children with IAEPs.

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 outcomes	Success criteria
Challenge 1 CSU <ul style="list-style-type: none"> All PP students make progress in line with non-PP students nationally. 	PP students achieve, on average, a progress 8 score which is above zero, aiming for +0.5 at GCSE.

<ul style="list-style-type: none"> • All PP students make progress in line with their non-PP peers at SVC. 	<p>Reducing the gap between PP and non-PP students in KS3 progress tests for reading, English, maths and science.</p> <p>Departmental analysis at assessment points will investigate whether these gaps are being closed for PP students.</p> <p>Subject interventions beyond lesson time must include and target PP students (who are not making sufficient progress).</p> <p>Quality assurance processes such as learning walks and book looks investigate the learning of PP students in comparison to their peers.</p>
<p>Challenge 2</p> <ul style="list-style-type: none"> • To close the attendance gap (of around 9.6%) between PP and non-PP students by the end of academic year 2026-27. • All PP Pupils' attendance will be above the national average attendance for PP students. 	<p>A reduction in the gap between PP and non-PP students to less than 5% (halving the gap from last year) by the end of academic year 2025-26.</p> <p>Maintaining high levels of attendance for students. Historically, this was aiming for 96% but this target has been undermined by the pandemic and will need to be adjusted in line with the national picture. Last years' attendance was 91.3%, and then increased to 92.2% - therefore aiming for an improvement again this year.</p> <p>Persistent absenteeism for PP students to be below 35% by the end of academic year 25-26. And to be in line with Non PP by the end of academic year 26-27.</p>
<p>Challenge 3 JBS / RRU /JWA</p> <ul style="list-style-type: none"> • Support for families from the school (and external agencies) helps PP students to develop: <ul style="list-style-type: none"> • Robust routines • Meaningful relationships • Skills and strategies to overcome issues with conduct, mental health and organisation before they become definitive. • Barriers to success are identified and mitigated 	<p>Parents attend calendared discussions with tutors and teachers (online or in school). Targeted calls to support parents making appointments. Targeted parents evening for PP in Year 11.</p> <p>A reduction in consequences for missing equipment, lateness and incorrect uniform, material provided where required. Uniform store available to support PP families.</p> <p>Staff and parent voice show a shared commitment to high standards of conduct and attendance.</p> <p>Success stories of school systems and a collaborative approach with families</p>

	<p>addressing concerns about conduct, mental health, organisation.</p> <p>Our student survey shows, the vast majority of PP students agree they have trusted adults who they can talk to and build meaningful relationships with during their time in school. JWA to complete next survey Jan' 25</p>
<p>Challenge 4 JWA</p> <ul style="list-style-type: none"> • Every year, all PP students participate in a range of extra-curricular activities that develop their interests and character. • All PP students can name high-profile awards and events that give them a sense of achievement and pride. 	<p>All PP students achieve their Silver PLEDGES</p> <p>All PP students are strongly encouraged to take part in Bronze DofE (for free) and achieve two parts of the Duke of Edinburgh bronze award by the end of Year 11.</p> <p>All PP students to participate in at least 10 extra-curricular/learning outside the classroom trips and events by the end of Y11.</p> <p>All PP students take part in group in lessons on an instrument and are offered the chance to learn a musical instrument 1:1 in Y7 and have free access to extra-curricular lessons and workshops thereafter whether they take GCSE or not.</p> <p>QA of the extent to which PP students are included in sports teams, performances, trips, student leadership, guest speakers and workshops, etc. with a target of at least 1 in 10. Review shows/actions aim to establish equity between PP and non-PP students.</p>
<p>Challenge 5 HTU</p> <ul style="list-style-type: none"> • All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7 - 11. 	<p>Fully participating in school's Life Skills programme, Values and Experience Day activities and actively using their Unifrog account.</p> <p>Having at least three independent careers interviews (Year 8 – KS4 choices, Year 10 – WEX support, Year 11 – post 16 transition).</p> <p>Being mentored by a specialist/business coach during KS4 through the Villers Park mentoring programme. (Years 9 & 10)</p> <p>Completing an aspirational work experience programme at KS4 (Year 10).</p>

	Assessed through feedback sheets, employer engagement form and work experience booklet. Followed up by Year 11 career interview and post 16 progression outcome.
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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, recruitment and retention)

Budgeted cost: £60,000

Activity and outline details	Evidence that supports this approach	Challenge number(s) addressed
The Teaching and Learning focus for staff CPD this year is adaptive teaching and lesson routines, building on our previous work on assessment for learning, oracy and participation.	Tom Sherrington, <i>Teaching Walkthrus</i> Doug Lemov, <i>Teach Like a Champion</i> Various research articles in the Chartered College for Teaching's magazine, <i>Impact</i>	1
Purchase of standardised diagnostic assessments from GL assessment.	Standardised tests provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
PP funding will be used to buy resources that help students to access the curriculum and improve their	This is something we have been doing for some time, so we have years of student and parent feedback to support this approach. We tailor the need for our students and their families through communication rather than adopt a blanket approach.	1, 3

understanding, e.g. laptops, online tool subscriptions, study guides and materials for art.		
Continue work with external agencies, tutors, teachers and families to provide bespoke support for students as part of Alternative Provision. Continue systematic review of provision for AP students with house teams and SLT.	Ofsted 3-year survey of AP.	1, 2, 3, 4
Small group tuition for PP students to ensure quality first teaching, with additional teacher-led support for the weakest readers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
Leadership development strategy started through Year 9 Villiers' Park scheme.	https://www.villierspark.org.uk/futureleaders Year 9 PP students are willing and able to apply for Leadership roles in Year 10 and beyond, across the subject areas as well as the House Leaders. Year 9 oracy, motivation, initiative drive and public speaking is in line or beyond that of their peers.	4, 5

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

Budgeted cost: £60,000

Activity and outline details	Evidence that supports this approach	Challenge number(s) addressed
Provide in-school tutoring for PP students to help recover 'lost learning'.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p>	1
Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each year.	<p>EEF Teaching and Learning tool kit: Aspiration Interventions</p> <p>EEF Teaching and Learning tool kit: Behaviour interventions</p> <p>EEF Teaching and Learning tool kit: Mentoring</p> <p>Academic reviews logged and monitored by houses on Bromcom to ensure Charter is met and students get support in 1:1 conversations</p>	1, 2, 3, 5
Every student across all year groups to complete a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary and a thrive follow up interview once a year.	<p>https://www.gi-assessment.co.uk/assessments/pass/</p> <p>EEF Teaching and Learning tool kit: behaviour interventions</p> <p>https://www.thriveapproach.com/</p>	2, 3
Every PP student will have a minimum of three interviews with an independent careers advisor	<p>Guidance meetings tracked by Careers lead. Guidance notes uploaded to Unifrog as interaction. NEET figures 1%</p> <p>Gatsby Benchmark 8 and Compass tool kit: <i>Personal guidance</i>.</p>	5
Implement Meridian reading charter, using testing and a range of teaching strategies to identify and support our weakest readers.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5

Supplement this with interventions such as Code Read (phonics) and The Reading Group.	Continuing the school's impactful "Code Read" phonics programme for the weakest readers. The English department is working with Sussex Uni on furthering the impactful research of Sussex Uni's "faster read" approach: https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread	
Funding additional staffing to support with tutoring and other extra-curricular activities.	Student voice and research suggest that these interventions have more impact when they are run by members of school staff, staff known and trusted by the students and their families. Sessions to use SVC staff with TOIL as recompense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
Reduced PP class sizes for most subjects across the curriculum, to increase teacher pupil ratio.	EEF Teaching and Learning tool kit: Reducing class size for disadvantaged pupils	1, 2

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

Budgeted cost: £8,000 + £56,000

Activity and outline details	Evidence that supports this approach	Challenge number(s) addressed
Ensure parents attend at least one face-to-face or online parents' evening as well as additional behaviour or attendance meetings. Continue pilot of engaging PP parents with school as part of Y6-7 transition programme. Use of lead teacher to	EEF Teaching and Learning tool kit: Parental Engagement	2, 3,

support transition mentors.		
<p>Each student to complete the Meridian Trust Bronze PLEDGE between year 7 and 8 and strive for their silver PLEDGES by end of Year 10. Minimum of 50% of PP students will achieve GOLD</p> <p>All KS4 PP students to complete at least 2 sections of the Bronze DofE programme.</p>	<p>EEF Teaching and Learning tool kit: Arts Participation</p> <p>EEF Teaching and Learning tool kit: Outdoor Adventure Learning</p> <p>EEF Teaching and Learning tool kit: Sports Participation</p> <p>https://www.dofe.org/do/benefits/</p> <p>https://www.dofe.org/access-without-limits-funding/</p>	4, 5
Additional mentoring focused on poor behaviour for those struggling with poor mental health.	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Student leaders and Academy councillors involved in mentoring of KS3 PP students. Transition mentors involved in discreet PP student transition</p>	3
Review and improve school attendance systems such as incentives, parent meetings, etc. in line with DfE and Ofsted advice.	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://assets.markallengroup.com/article-images/219151/PullOut-Sept-PP-SecEd.pdf</p> <p>https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/</p> <p>Following the updated guidance introduced August 2024, including the updated letters and reporting systems.</p>	2
Continue work with 'Form the Future' who work directly with employers to (a) raise aspirations, and (b) create realistic pathways.	<p>https://formthefuture.org.uk</p> <p>We will also prioritise PP students for additional sessions with careers advisors – beyond those required by the Gatsby Benchmarks.</p> <p>Low NEET figures 1%</p>	5
Systematically review involvement of PP students in extra-curricular	<p>https://www.anewdirection.org.uk/asset/3279/download</p> <p>'A Review of the Social Impacts of Culture and Sport' (2015), Peter Wells, Larissa Davies, Peter Taylor, Jan Gilbertson and William Tayleur</p>	2, 3, 4, 5

<p>clubs and events, e.g. school musical or football teams. Work with staff to set proportional targets and increase participation.</p> <p>Fund participation in extra-curricular activities such as music lessons and trips.</p>	<p>https://www.bps.org.uk/research-digest/learning-musical-instrument-may-confer-lifelong-cognitive-benefits</p> <p>https://jonathanmbailey.uk/2024/05/09/the-sweet-harmony-between-playing-instruments-and-achieving-academic-success/</p> <p>https://coordinate.cloud/blog/the-sport-pe-pupil-premium-why-is-the-premium-an-essential-part-of-the-activities-sector/</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £240,000

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 2023 to 2024 academic year.

Attainment and progress CSU

Although our overall Attainment 8 (53.48) and Progress 8 (+0.5) scores were very positive, our 2023-24 outcomes show that PP students achieved an Attainment 8 score of 45.06 (up from 35.7 in 22-23) and a Progress 8 score of +0.04 (up from -0.37 in 22-23).

This was a cohort of 44 students with 14 (32%) low, 19 (43%) middle, 7 (16%) upper for prior attainment, compared to 51 (21%) low and 117 (47%) middle and 70 (28%) upper for non-disadvantaged. Once again, a larger percentage of our disadvantaged students are joining with lower prior attainment.

We feel the progress data is 'skewed' slightly by 4 students who were given more bespoke, vocational pathways on IAEPs with our Achievement Support team. We are proud of the outcomes for this small cohort of students who had to overcome significant challenges to leave SVC with GCSE qualifications and suitable Post-16 destinations. These ASR/PP students had an average A8 score of 34 but P8 score of -0.8

If we look at the progress and attainment of students who are in lessons full time, they have a and an Attainment 8 score of 46.18 (up from 43.5), Progress 8 score of +0.4 (Up from +0.1) which shows that their progress is positive compared to non-disadvantaged students nationally, but still lower than their peers at Swavesey.

Targeted tuition was organised for all PP Y7 and Y8 students in Maths and English. These were organised for 1 hour a week in blocks of 10-15 lessons. We saw a positive impact with the PP students who attended, improving their scores in their standardised progress tests and their internal progress reports.

Year 11 students were offered catch up provision in Maths, MFL, Science and English. PP students targeted for extra lessons after school. Easter and half-term sessions put on with PP students invited (but open to others). Subjects reported the students who used PE intervention lessons, alongside holiday days, benefitted the most, PP and beyond.

There were a small number of parents who withdrew their child from this programme, due to after-school or holiday commitments.

Analysis of data shows an increase in PP students late to lessons. We have targeted this through the use of punctuality reports, tutor mentoring and parental contact, building relationships and setting goals not just sanctions.

Attendance and Supporting Families CTH

Overall attendance in 2023/24 was higher than the national average. Absence among disadvantaged pupils was 9.6% higher than their peers. Persistently absent students remained consistent as a school at 22%. Specifically PA for FSM student is 10% above National FSM average. Gap to non-FSM is 39% (compared to national 25%). Although some of this is accounted for in IAEPs and AP provision.

Trust attendance policies introduced. Employed a full-time attendance officer.

Early form tutor intervention has led to 80% of students seeing no further attendance decline.

Families continued to be academically and socially aided with financial support for breakfast, equipment and materials, uniform, pastoral supports (washing of clothes), electronic devices and availability of a staffed homework club. They also receive bespoke support from our SVC Welfare Team, where necessary.

Enrichment JWA

During 2024-25 extra-curricular provision progressed towards normality with a greater number of trips and experiences open to all students. PP students were offered a financial contribution of 25% to the cost of a trip, up to £200 a year. 93 students took up this offer, attending trips to Colchester Zoo, Geography field trips, Salon International, Twelfth Night performance, visiting artist workshops, Norwich University, Milton Keynes Football Club, Wembley football matches and the end of year prom.

In addition, 3 hours of extra-curricular was offered to PP students in Y7, Y10 and Y8 in computing, robotics, construction, design, and sport. All PP students continued to be offered late bus tokens so they could get home following a later finish, following attendance at one of the many free extra-curricular clubs. For example, 342 year 7-11 students regularly attended sports and physical activity clubs, 16% PP students were in this group. During Spring 2025, Y9 and Y10 students attended the Ski Trip 8% of which were PP students.

17% of those attending performing arts classes were PP students and 10% of students taking regular peripatetic lessons are PP students and fully or part funded.

The annual SVC musical involved 183 students; 11% of these were represented by PP students. In the arts, additional support/tuition continued to be provided for students in dance, music and drama, with all PP students offered free music lessons on one instrument throughout their time at SVC. 82% of our Year 9 PP Arts students

completed and passed their Bronze Arts Award. (The remaining will be encouraged to complete during Year 10)

SVC also has a thriving Duke of Edinburgh scheme and over 2024- 25, eight PP students achieved their Bronze Award and four their Silver. A further eleven students are still in progress towards their Bronze and three towards their Silver.

All students are encouraged and supported by staff during form time and in tutor interviews to complete their PLEDGES. This is shared and discussed with parents through reporting and at interviews. The final completion rates for Year 11 were: 47% Bronze, 18% Silver, 7% Gold. We have 32 KS4 student leaders, 12% of these are PP.

CEIAG HTU

The Values and Experience days across the year deliver age-appropriate activities that ensure all students access a range of activities that broaden and inform their choices as to the next steps of their learning from year 7.

Year 7 – What’s my line? With 5 employers

Year 9 – Careers Carousel with 5 employers

Year 10 – Work experience preparation with 3 employers. All year 10 completed a one week in person or virtual work experience. All students had a 1:1 mock interview with visiting employers.

Year 11 – Apprenticeships workshop from Form the future to all students, assemblies from post 16 colleges, workshops on post 16 transition including use of MyChoice@16 and writing personal statements.

Lifeskills sessions are also delivered during form time to all groups, with four calendared sessions a year on careers and Unifrog, in line with the PSHE Association and Trust programme of study. All students have an active Unifrog account.

In addition, PP students were given further specialist support.

- Business mentors worked with Year 9 PP students as part of the Villiers Park program
- KS4 PP students have at least two careers guidance meetings with a level 6 careers guidance advisor

Alternative Provision RDE/RSM/JBS

During the academic year 2024 - 2025, 13 students on our Appropriate Provision were Pupil Premium. Support from a wide variety of external agencies was sought to ensure these students were best supported, including our Education Inclusion Officer, our Educational Psychologist, CAMH and locality. There were also several bespoke provisions such as Therapy Dogs and the

Acorn Project used to provide therapeutic support where needed. When coupled with the House Teams and school-based tutors pastoral support this saw attendance to the individualised, tailored, and targeted provisions achieve good outcomes are progress to post-16 providers. These provisions included one-to-one and small group tutoring, both on site and off site as well as attendance at the Cambridge Regional College 14-16 provision or Oaks Alternative Provision. This year also saw a greater percentage of qualified teachers being used for 1:1 tuition in core subjects and also employed our own tutors who are based in school. A number of our students also have work-based placements. These provisions were reviewed termly, with parents and students to ensure that students were accessing the maximum amount of provision which they were able to be successful at. During these meeting reviews of additional support was also looked at, including items such as revision guides, workbooks, equipment, IT access and transport to make sure that the students had all the tools available to be successful.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Each 'service' pupil received additional academic mentoring and career interview at KS4 to ensure informed choices for future learning. Spending was tailored to the students' strengths and interests thus supported DofE, equipment, extra mentoring during parental absence and close monitoring of gap in education due to movement.
What was the impact of that spending on service pupil premium eligible pupils?	Each pupil in the Academy normally receives at least one academic mentoring session each term. This is enhanced for the children of service children to include additional interviews and specific interviews which focus on independent careers advice and guidance. The impact was no NEETs, all pupils in training employment or apprenticeships.

Further information

As a member of Meridian Trust, Swavesey Village College closely follows the [Meridian Trust Statement of Principles](#) and subscribe to the [Meridian Trust PP Charter](#)

Many of the strategies within this charter are outlined in the strategies for improvement above.

The Meridian Trust PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged, and their peers narrows in all its schools.

The [Meridian Trust PP Charter](#) is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attend a Meridian Trust school.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.