

<b>1. Summary Information</b>			
School		Meldreth Primary School	
Academic Year	<b>2020-21</b>	Total budget	<b>£15,120</b> (3,780 Aut)
Total no. pupils	<b>197 (189 funded)</b>	Date of most recent review	<b>September 2020</b>

## 2. Current attainment

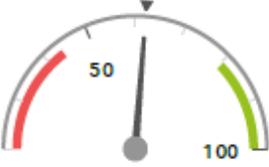
### End of Key Stage 1 FFT KS1 2020 Provisional Summary Analysis

Meldreth Primary School 2020 KS1

## Overview

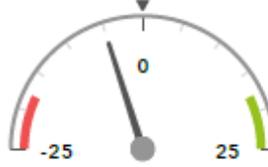
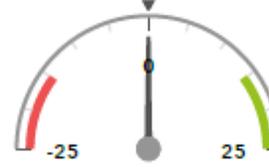
#### KS1 Attainment 2020 · Actual results

29 pupils

% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
<b>62%</b>	<b>17%</b>
	
In line with the national average (62%) ◀	In line with the national average (10%) ◀

#### KS1 Progress 2020 · Value Added

28 matched pupils

% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
<b>-5%</b>	<b>-0%</b>
	
In line with the national average (0%) ◀	In line with the national average (0%) ◀

# Attainment & progress

## KS1 Attainment 2020

29 pupils

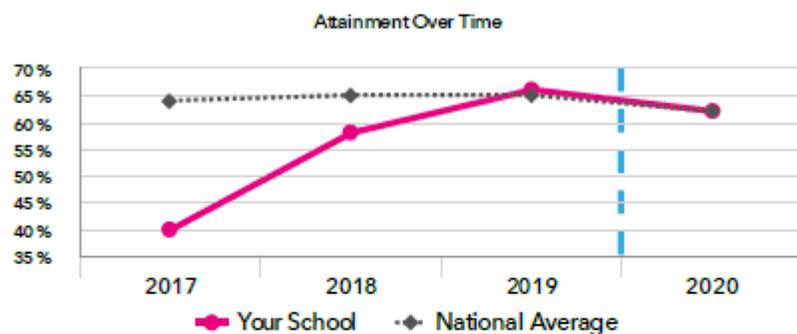
% Expected Standard + (Re, Wr, Ma)

# 62%

FFT Rank



In line with the national average  
(62%)



## KS1 Progress 2020

28 matched pupils

% Expected Standard + (Re, Wr, Ma)

# -5%

FFT Rank



In line with the national average  
(0%)

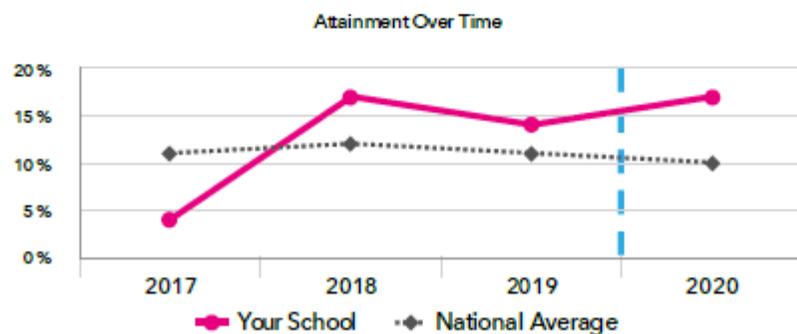
% Higher Standard (Re, Wr, Ma)

# 17%

FFT Rank



In line with the national average  
(10%)



% Higher Standard (Re, Wr, Ma)

# -0%

FFT Rank



In line with the national average  
(0%)

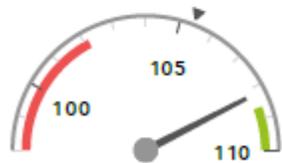
## Overview

### KS2 Attainment 2020 · Actual results

21 pupils

Average Scaled Score (Re, Ma)

108.2

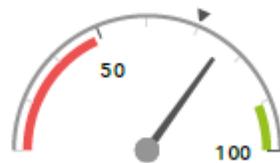


In line with the national average (105.4) ◀

% Expected standard+ (Re, Wr, Ma)

DFE

76%



In line with the national average (70%) ◀

### KS2 Progress 2020 · Value Added

20 matched pupils

Average Scaled Score (Re, Ma)

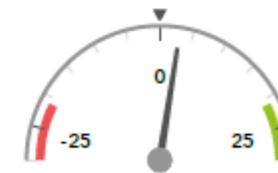
+1.6 ↑



In line with the national average (0) ◀

% Expected standard+ (Re, Wr, Ma)

+3%



In line with the national average (0%) ◀

# Attainment & progress

## KS2 Attainment 2020

21 pupils

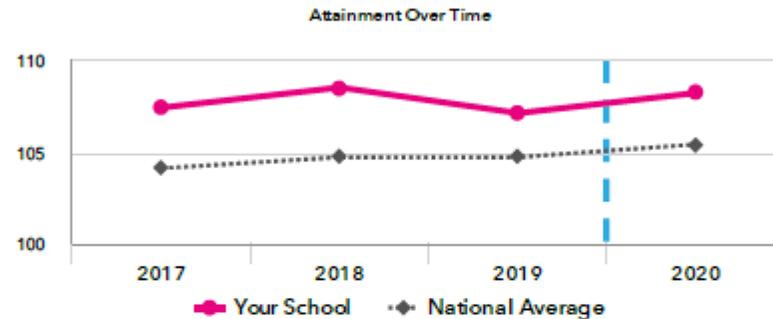
Average Scaled Score (Re, Ma)

**108.2**

FFT Rank



In line with the national average (105.4)



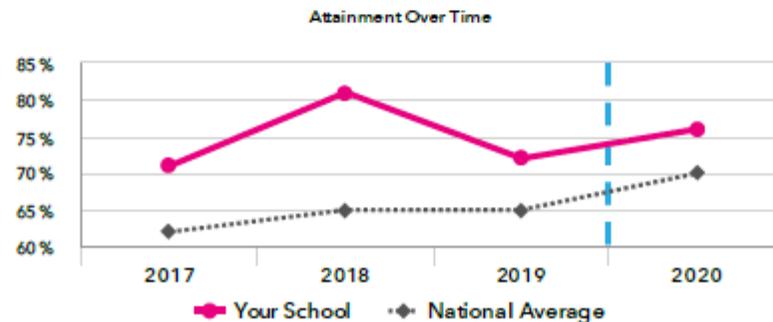
% Expected standard+ (Re, Wr, Ma) DFE

**76%**

FFT Rank



In line with the national average (70%)



## KS2 Progress 2020

20 matched pupils

Average Scaled Score (Re, Ma)

**+1.6** ↑

FFT Rank



In line with the national average (0)

% Expected standard+ (Re, Wr, Ma)

**+3%**

FFT Rank



In line with the national average (0%)

<b>3. Barriers to future attainment for pupils</b>	
<b>A</b>	Social and emotional development needs are higher, which can slow progress.
<b>B</b>	Oral language skills are lower for pupils, which can slow functional literacy progress in subsequent years.
<b>B</b>	Reading in KS2 and phonics in EY/KS1 may have been neglected, which can slow progress in subsequent years.
<b>C</b>	Resilience and independence in learning in EY/KS1 And LKS2 has deteriorated, which will impact on children's application of learning.
<b>D</b>	Fluency in key concepts has widened in class, for some pupils this will slow future mathematical reasoning progress.

<b>4. Additional Barriers</b>	
<b>E</b>	Online learning does not support collaborative learning, when isolated this will have huge impact on social skills for younger pupils and those with additional needs.
<b>F</b>	Low future attendance will impact further on academic barriers above and recovery curriculum provision.

## 5. Planned expenditure of the current academic year

### Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Implementation & Staff Lead	Cost & Review
Maths to have a pre-teach week before each unit of work	Previous years must have for that unit need embedded where necessary into this year's teaching – NCETM <a href="#">catch up readiness curriculum</a>	Teaching and whole-school strategies - Supporting great teaching Professional knowledge with robust evidence about approaches that are known to be effective. Referring to: <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<b>Maths Lead - Sasha Howard</b> Over 12 months (some areas may need a full week pre teach, some may need only a few days) White Rose (KS1) and Assertive Mentoring (KS2) assessments identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Governors Children & learning Committee
Increased number or length phonics sessions in EY & KS1	All pupils secure with missed phonics sounds and meet expectations in Y1 & 2 phonics screen retake	<b>EEF evidence</b> indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition. Other strategies - sometimes	<b>English Lead – Jo Cole</b> LT and subject leader monitor planning and assessments - feedback to staff to support progress Phonics tracking identifies particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Governors Children & learning Committee

Daily independent reading where needed Continue with the whole class guided reading- focused objectives and daily tasks to support with this	To identify gaps in phonics, spelling, sentence structure and comprehension and identify programmes of support for individual children	high cost ones - have a much more limited impact on outcomes, such as spend on additional teaching assistants. Refer to useful links tab for link to toolkit.	<b>English Lead – Jo Cole</b> LT to monitor work scrutiny- feedback to staff to support progress PIRA assessments identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Governors Children & learning Committee
Year groups to work together at start of each term to have a clear understanding of the English key skills and objectives in the previous year's learning	To initially identify appropriate starting points for future learning for Writing stamina, structure/composition Use of grammar in writing including grammatical terminology Spelling Handwriting		<b>English Lead – Jo Cole</b> LT to monitor work scrutiny- feedback to staff to support progress. Meetings identify particular areas where pupils have missed key concepts, to ensure that new material being covered builds on secure foundations.	Governors Children & learning Committee
			Total budgeted cost:	£0

## Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Implementation & Staff Lead	Cost & Review
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<p>12 x Chrome books and trolley</p>	<p>There is a risk that high levels of absence after schools reopen poses a particular risk for disadvantaged pupils. Improved support for blended learning in Key Stage 2 so that staff can maximize learning when children are absent.</p>	<p><a href="#">EEF Key Finding 2</a> Supporting effective remote learning will mitigate the extent to which the gap widens <b>EEF evidence:</b> Facilitating access to online tuition or support. Investment in additional technology, by improving the facilities available in school.</p>	<p><b>Key Stage 2 Lead - Natasha Hill</b></p>	<p>£5,118.85 Governor Resources Committee</p>
<p>EY interventions focussing on behaviour or pupils' social and emotional needs &amp; oracy</p>	<p>To support children with specific SEMH and speech and language needs through group or 1:1 counselling sessions</p>	<p><a href="#">EEF Evidence 3:</a></p>	<p><b>Early Years Lead - Kate Samways</b> Nuffield Early Language Intervention (NELI) Intervention programme supports oral language with regular sessions maintained over the year. Increased adult support (2 mornings p/w) focusing on other aspects of learning, to ensure that support is well-targeted and to monitor pupil progress</p>	<p>£3,000 Governors Children &amp; Learning Committee</p>

NTP - National Tutoring Programme in order to support pupils who have fallen behind furthest, structured interventions, delivered one to one or in small groups	Sustained additional support to help disadvantaged pupils catch up	<a href="#">EEF Evidence 3</a> Effective intervention follows assessment, used to ensure that support is well-targeted and to monitor pupil progress. Maths <a href="#">Diagnostic Assessment Toolkit</a> PIRA Reading Assessment	<b>Key Stage Leads Natasha Hill &amp; Jo Cole</b> £187.50 per group of 3 for 15 hrs tutoring 4 groups per class for literacy and maths tutoring (6 classes - 6x 4x £187.50 = £4,500) Identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	£5,000 Governors Children & Learning Committee
Teaching Assistants Work Group support from the Cambridge Maths Hub	Improving teaching support including accurate pupil assessment and feedback		<b>Maths Lead - Sasha Howard</b> Promoting course and facilitating training	Governors Children & Learning Committee
Total budgeted cost:				£12,438.85
<b>Other approaches</b>				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Implementation &amp; Staff Lead</b>	<b>Cost &amp; Review</b>
Pupil Mentoring	Weekly solution focussed conversations for pupils who find it difficult to refocus  The approach is a goal-directed collaborative approach to behavioural change	Solution-Focused Brief Therapy (SFBT) is an evidence-based approach to psychotherapy.	Weekly meetings for vulnerable pupils	Governors Children & Learning Committee

Pupil Wellbeing	To ensure all children across school have access to a relevant and purposeful PHSCE programme of study.	To build on all stakeholders resilience being within school and how we move on from Covid 19.	<b>PSHE Subject lead – Lis Haigh</b> Promotion of the <a href="#">jigsaw PHSE recovery curriculum</a>	Governors Children & Learning Committee
Staff Wellbeing	Ensure that staff are aware of where and how they can access mental health and psychological support services and facilitate access to services.  To provide staff with support and adjustments for personal circumstances.		<b>Headteacher – Sasha Howard</b> Carry out staff Wellbeing questionnaires and promote ways to support work home life balance and well-being.  Adapt practice where possible, e.g. marking, lesson planning etc.  Teachers to have the option of working from home during PPA	Governors Resources Committee
Raising the profile of PE	Two lessons of High Quality adapted PE taught by class teachers and daily 15 min of exercise on a rotation of activities.  Focus on PE - review of PE policy with specific links to PHSCE and well being	Due to children being indoors and less active over this time it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	<b>PE Lead - Chloe Jackson</b> Promotion of activities which can be carried out within the <a href="#">current guidance</a> .	Governors Children & Learning Committee
Total budgeted cost:				£0