

1. Summary Information

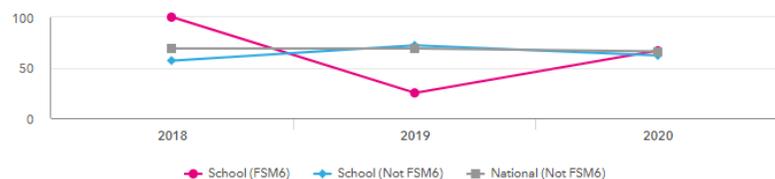
| | | | | | |
|------------------|-------------------------|-------------------------|---------------------|----------------------------|-----------------------|
| School | | Meldreth Primary School | | | |
| Academic Year | 2020-21 | Total budget | £30,935 | Date of most recent review | September 2020 |
| Total no. pupils | 196 (186 funded) | No of eligible pupils | 22 (Sept 20) | Next internal review | May 2021 |

2. Current attainment

End of Key Stage 1 FFT KS1 2020 Provisional Summary Analysis

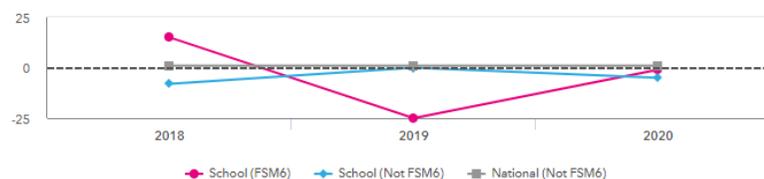
KS1 attainment for disadvantaged pupils 2020

% Expected Standard + (Re, Wr, Ma) ✓



KS1 progress for disadvantaged pupils 2020

% Expected Standard + (Re, Wr, Ma) ✓

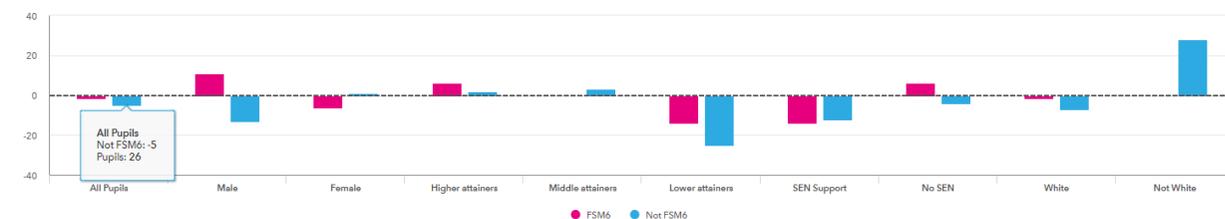


Attainment and the progress of PPG eligible pupils is inline with the national data for this group in 2020; above data for our Non PPG pupils in Key Stage 1.

The "Gap" column illustrates the difference between the average progress for PPG and non PPG eligible pupils.

Progress gap

% Expected Standard + (Re, Wr, Ma) ✓



Attainment & progress

| Pupils | | Attainment | | | | | Progress | | |
|------------------|------------------|------------------------------------|----------|------|------------------------------------|----------|----------|------|----------|
| | | % Expected Standard + (Re, Wr, Ma) | | | % Expected Standard + (Re, Wr, Ma) | | | | |
| | | FSM6 | Not FSM6 | Gap | FSM6 | Not FSM6 | Gap | FSM6 | Not FSM6 |
| Summary | All Pupils | 3 | 26 | 67% | 62% | 5% | -1% | -5% | 4% |
| Gender | Male | 1 | 11 | 100% | 36% | 64% | 11% | -13% | 24% |
| | Female | 2 | 15 | 50% | 80% | -30% | -6% | 0% | -6% |
| Prior Attainment | Higher attainers | 2 | 14 | 100% | 93% | 7% | 6% | 2% | 4% |
| | Middle attainers | - | 4 | - | 75% | - | - | 3% | - |
| | Lower attainers | 1 | 7 | 0% | 0% | 0% | -14% | -25% | 11% |
| SEN Group | SEN Support | 1 | 5 | 0% | 20% | -20% | -14% | -12% | -2% |
| | No SEN | 2 | 21 | 100% | 71% | 29% | 6% | -4% | 10% |
| Ethnic Group | White | 3 | 25 | 67% | 60% | 7% | -1% | -7% | 6% |
| | Not White | - | 1 | - | 100% | - | - | 28% | - |

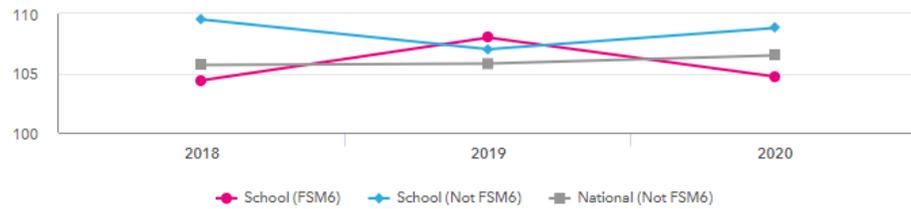
End of Key Stage 2 FFT KS2 2020 Provisional Summary Analysis

Value Added progress for pupil groups

| | Pupils | Reading Scaled Score | Reading Value Added | Writing Scaled Score | Writing Value Added | Maths Scaled Score | Maths Value Added |
|------------|--------|----------------------|---------------------|----------------------|---------------------|--------------------|-------------------|
| All Pupils | 21 | 107.6 | +0.9 | 106.0 | -1.0 | 108.9 | +2.4 |
| Female | 6 | 108.8 | +1.7 | 107.7 | +0.4 | 109.8 | +3.0 |
| Male | 15 | 107.1 | +0.5 | 105.3 | -1.6 | 108.5 | +2.1 |
| Not FSM6 | 18 | 108.7 | +0.9 | 106.8 | -1.1 | 109.0 | +1.7 |
| FSM6 | 3 | 101.3 | +0.5 | 101.0 | -0.8 | 108.0 | +6.4 |

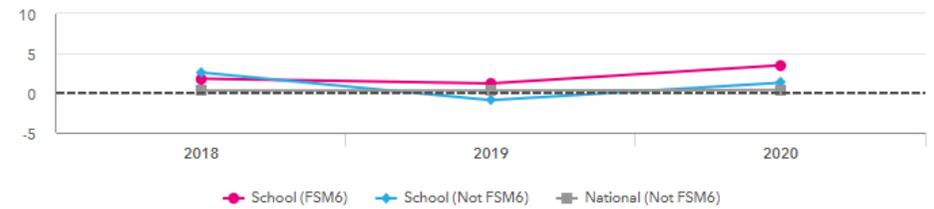
KS2 attainment for disadvantaged pupils 2020

Average Scaled Score (Re, Ma) ∨



KS2 progress for disadvantaged pupils 2020

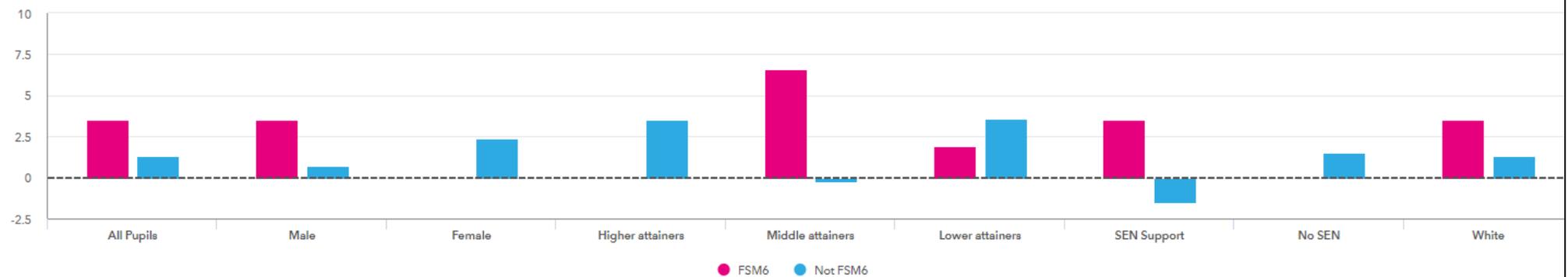
Average Scaled Score (Re, Ma) ∨



Pupil attainment of pupils eligible for Pupil Premium funding is below the national data for this group in 2020. Pupil progress is above the national picture and above those non eligible pupils in this cohort. *Teacher Assessment only

Progress gap

Average Scaled Score (Re, Ma) ∨



*The table shows attainment and progress for PP and non-PP pupils. The “Gap” column is the difference between PP and non-PP students. The pupil groups correspond to those on the bar chart above.

| Attainment & progress | | | | Attainment | | | Progress | | |
|-----------------------|------------------|------|----------|---|----------|------|---|----------|------|
| | Pupils | | | Average Scaled Score (Re, Ma)  | | | Average Scaled Score (Re, Ma)  | | |
| | | FSM6 | Not FSM6 | FSM6 | Not FSM6 | Gap | FSM6 | Not FSM6 | Gap |
| Summary | All Pupils | 3 | 18 | 104.7 | 108.8 | -4.1 | 3.5 | 1.3 | 2.2 |
| Gender | Male | 3 | 12 | 104.7 | 108.6 | -3.9 | 3.5 | 0.7 | 2.8 |
| | Female | - | 6 | - | 109.3 | - | - | 2.4 | - |
| FFT Prior Attainment | Higher attainers | - | 5 | - | 115.8 | - | - | 3.5 | - |
| | Middle attainers | 1 | 10 | 113.5 | 105.9 | 7.6 | 6.6 | -0.2 | 6.8 |
| | Lower attainers | 2 | 2 | 100.3 | 102 | -1.7 | 1.9 | 3.6 | -1.7 |
| SEN Group | SEN Support | 3 | 1 | 104.7 | 108.5 | -3.8 | 3.5 | -1.5 | 5 |
| | No SEN | - | 17 | - | 108.9 | - | - | 1.5 | - |
| Ethnic Group | White | 3 | 18 | 104.7 | 108.8 | -4.1 | 3.5 | 1.3 | 2.2 |

3. Barriers to future attainment for pupils eligible for PP

| | |
|----------|---|
| A | Oral language skills on entry to school are lower for eligible pupils, which can slow functional literacy progress in subsequent years. |
| B | Reading Inference skills at the end of Key Stages are lower for eligible pupils, which can slow reading progress in subsequent years. |
| C | Social and emotional development needs are higher for eligible pupils, which can slow progress. |
| D | Attendance rates for children eligible for PP are 98.2% compared to 98.4% for other non-mobile pupils. |
| E | Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform. |
| F | Fluency in key concepts is lower for eligible pupils which can slow writing/mathematical progress |
| H | As yet unknown following Government school closure – Sept 2020 |

Pupil premium strategy statement

| 4. Desired outcomes | | |
|----------------------------|---|---|
| | Desired outcomes and how they will be measured | Success criteria |
| A | Improve oral language skills for pupils eligible for PP. | Pupils eligible for PP funding in Early Years make rapid progress by the end of the year so that they meet age related expectations as measured by the Early Years Profile. |
| B | Improve reading inference for pupils eligible for PP. | Pupils eligible for PP funding make rapid progress in reading so that by the end of Key Stage 2 they at least meet age related expectations. |
| C | Social, emotional and behavioural difficulties (SEBD) addressed. | Increased learning engagement for pupils eligible for PP funding measured by reduced behaviour incidents and increase in Boxall diagnostic profile. |
| | | Develop Spirals programme of support into KS1 (currently embedded practise in EY) |
| | | Training undertaken by Nurture Lead |
| C | Improved access to extra-curricular clubs and school leadership roles to raise aspiration. | Increased extra-curricular learning and leadership engagement for pupils eligible for PP funding. |
| D | Increased attendance inc. lateness for pupils eligible for PP. | Overall PP attendance remains above 97%. |
| E | Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials | The needs of PP children are been carefully planned and met by the additional support they require. |
| F | Improve mathematical fluency for pupils eligible for PP. | Pupils eligible for PP funding make rapid progress in maths so that by the end of Key Stage 2 they meet age related expectations. |
| F | Improve language and resilience confidence for pupils eligible for PP in reading and writing. | Pupils eligible for PP funding make rapid progress in reading and writing so that by the end of Key Stage 2 they meet age related expectations. |

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding will be adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in previous documents, and in others related to the Pupil Premium Grant.

During the pandemic the following key steps have been taken to ensure that our disadvantaged pupils' barriers to learning will continue to be overcome wherever possible:

- Children attended school wherever possible
- We ensured that children had the correct tools to complete home learning
- Our staff made regular family support contact, both virtually and in person
- Weekly family meals were delivered during April, June and July
- Family weekend shopping and contact was provided for parents during the summer holiday

Future versions of the strategy will reflect the changes that are currently being made.