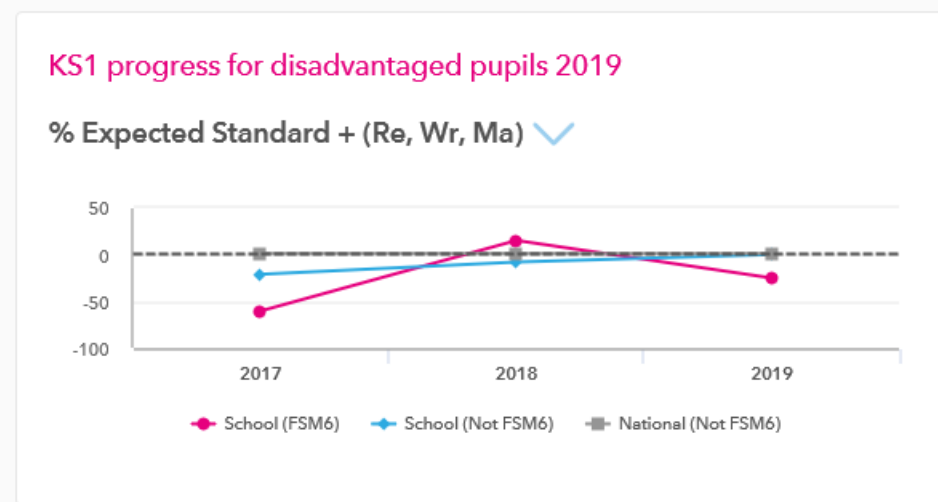
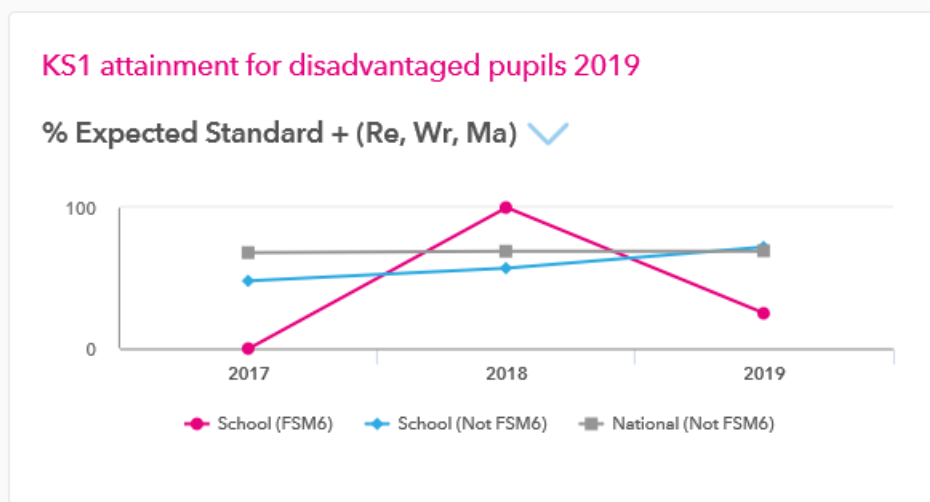


1. Summary Information					
School		Meldreth Primary School			
Academic Year	2019-20	Total budget	£45,360	Date of most recent review	September 2019
Total no. pupils	189 (183 funded)	No of eligible pupils (Pupil premium, LAC and Service Children)	31 (Sept 19)	Next internal review	May 2020

2. Current attainment

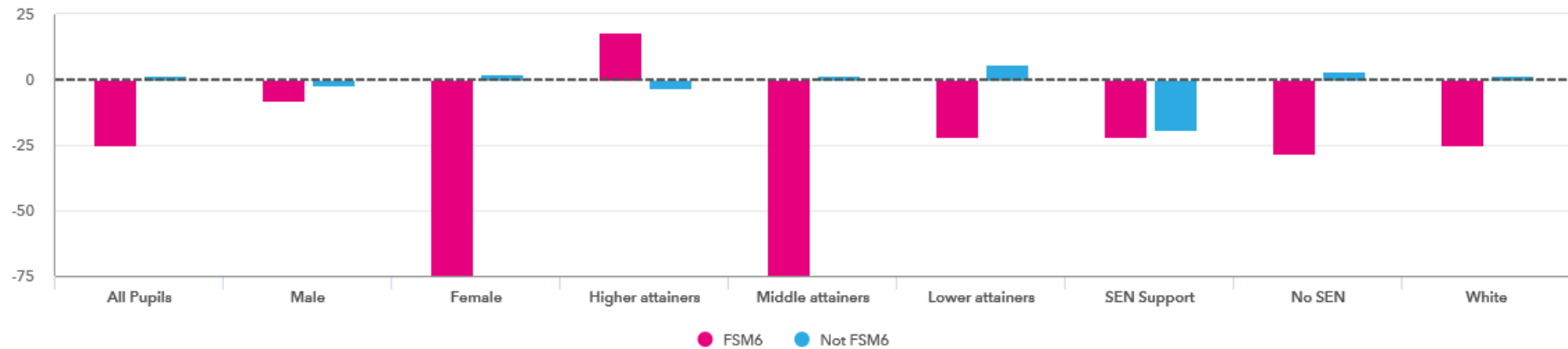
End of Key Stage 1



*The attainment and the progress of pupils eligible for Pupil Premium funding is below the national data for this group in 2019, 50% of our eligible pupils in this group have additional SEN. This includes one boy who has a personalised curriculum to meet his EHCP needs.

Progress gap

% Expected Standard + (Re, Wr, Ma) 

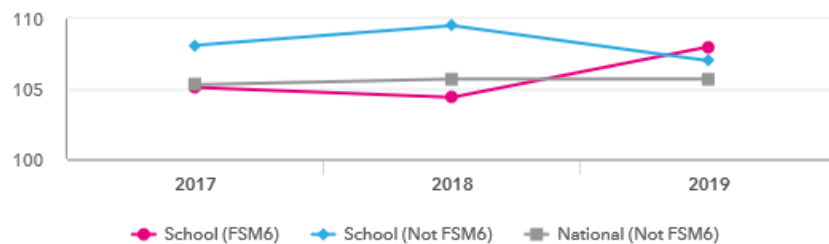


*The table shows attainment and progress for PP and non-PP pupils. The "Gap" column is the difference between PP and non-PP students. The pupil groups correspond to those on the bar chart above. Pupils with the biggest gap joined us in Year 2.

End of Key Stage 2

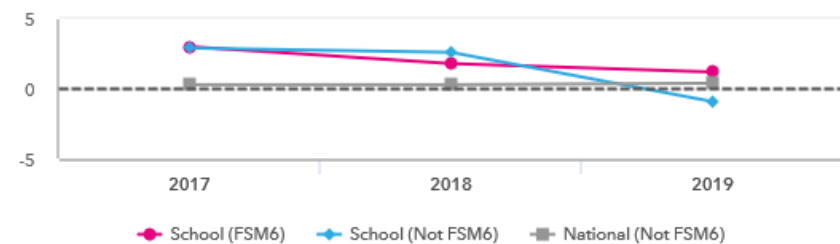
KS2 attainment for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) 



KS2 progress for disadvantaged pupils 2019

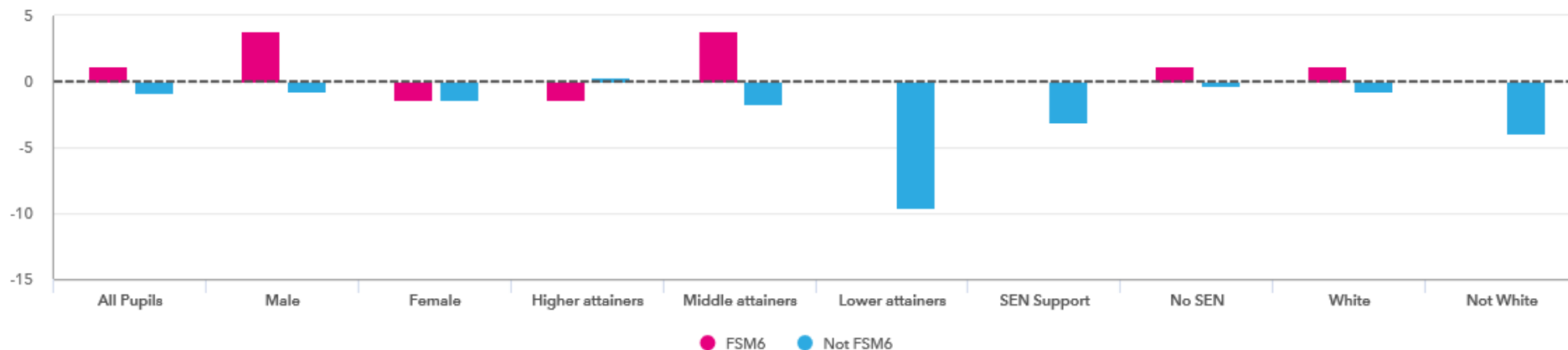
Average Scaled Score (Re, Ma) 



* The attainment and the progress of pupils eligible for Pupil Premium funding is above the national data for this group in 2019

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.

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

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.

5. Planned expenditure				
i Quality of teaching for all				
Desired outcome	Approach	Rationale		Review
A	Wellcomm Speech & language Assessment & support	Early identification of language needs to support speaking and listening provision in EY and KS1	EY Lead	July 2020
B	Train staff re. barriers to learning for pupil premium children. Monitor provision of quality first teaching. Pupil passports to be updated by staff termly and be focus for termly pupil premium reviews.	Contribution to course and supply costs to improve high quality teaching in phonics and reading across the school.	Head teacher	Ongoing review
C	Owls club (Nurture) 1.5 hours p/day led by 2 adults (38 weeks)	A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner.	SENCo	Ongoing review
A-H	Work with neighbouring schools to raise standards further.	Learn from and contribute to national networks via SSAT.	Head teacher & Deputy	July 2020

ii Targeted support				
Desired outcome	Approach	Rationale		Review
E	Funding for pupils to attend trips, sports events, provide sports clothing and uniform	Provision for increased cultural capital for pupils eligible for pupil premium funding.	Head teacher	July 2020

B	Daily reading partnership for Y1 pupils with low EY reading profile scores or are not on track to make progress.	Outcomes for pupils at KS1 were below national expectations for this group of pupils. Additional reading support to improve children's early phonic and language experience.	SENCo	July 2020
B	Additional daily reading for PP pupils	Outcomes for pupils at KS2 were below national expectations for this group of pupils. Additional reading support to improve children's language experience and challenge inferential understanding.	Head teacher	July 2020
B/F	In class additional reading/writing support for pupils who are not on track to meet the expected standard.	Targeted support for pupils either in class at the point of teaching or as pre or post tutoring. This is delivered as either 1-1 or small group provision.	SENCo	Ongoing review
C	<u>Spirals Programme</u> A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties.	Poor language and communication skills have been shown to have profound effect on the life chances of children and young people. This programme is underpinned by an approach based on developmental psychology and brain based research.	SENCo	Ongoing review
F	1st class @ number	Training for staff and small group interventions with highly trained staff using a proven programme, which raises mathematical attainment, increases enjoyment and engagement in mathematics for pupils in early KS2.	SENCo	Ongoing review
F	1 st class @ writing	Small group interventions with highly trained staff using a proven programme, which raises literacy attainment, increases enjoyment and engagement in writing for pupils in early KS2.	SENCo	Ongoing review

F	Success@Arithmetic	Training for staff and small group interventions with highly trained staff using a proven programme, which raises mathematical attainment, increases enjoyment and engagement in mathematics for pupils in early KS2.	SENCo	Ongoing review
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iii Other approaches

Desired outcome	Approach	Rationale	Staff lead	Review
C	Allyance counselling	In-school counselling and therapeutic help to children who are struggling due to circumstances outside their control.	Head teacher	July 2020
A-C/F	Assertive mentoring conferencing	Training for staff and pupil conferences highlight next step learning for increased progress.	Team leaders	July 2020
A-E	MIS software for more effective data analysis	Assessment software to enable distributive analysis of data leading to easier and earlier identification, sharing and addressing of need.	Head teacher	July 2020
E	FSM Milk funding	Daily milk provision for FSM following the School Food Plan's new legislation on milk.	Head teacher	July 2020
C	Funding for FSM pupils for settling hour/ social emotional opportunity before and after school	Additional support for pupils to aid attendance at early morning and after school curricular and non-curricular provision and to provide breakfast, tea and supported social play.	Head teacher	July 2020
A-D	Staff release following Pupil Progress Meetings	Progress of PP children is the highest it has been and is a focus for the school.	Head teacher	July 2020

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.

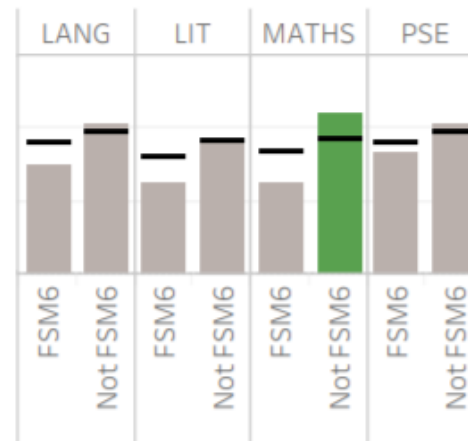
During the pandemic the following key steps have been taken to ensure that our disadvantaged pupils' barriers to learning will continue to be overcome wherever possible:

- 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.

6. Review of expenditure			
i Quality of teaching for all			
Desired outcome	Approach	Evidence of Impact	Budget
A	Wellcomm Speech & language Assessment & support	<p>Teacher Assessment opportunity has been limited following Spring Term Government school closure.</p> <p>67% of the 3 eligible pupils made expected or accelerated progress across communication and language and literacy. One pupil not making expected progress has been identified with additional support needs and was accessing additional SALT before school closure.</p> <p>50% of pupils receiving additional support during Autumn and Spring terms made 5+ steps progress. <i>We feel that progress has been severely impacted by Government school closure.</i></p>	<p>£587</p>

FSM6: 4, Not FSM6: 26



EYFS Overview 2020

		Average Score		
		School	National	Difference
Number of pupils:		30		
Number of pupils with 17 complete ELG:		30		
Overall EYFS	Overall score	2.0	1.9	+0.1
Communication & Language	All	2.0	1.9	0.0
	Listening and attention	2.0	1.9	+0.1
	Speaking	1.9	1.9	0.0
	Understanding	2.0	1.9	+0.1

Submitted end of EYFS data suggests that there remains an attainment gap between eligible pupils and the remainder of the cohort.

B	Train staff re. barriers to learning for pupil premium children and improving high quality teaching. Monitor provision of quality first teaching.	<ul style="list-style-type: none"> • Internal Teaching Assistant Training Programme focussed on Questioning and Oracy. • SSAT in-school consultancy visit has supported development in reading and feedback to pupils. • EYFS staff attended Oracy training • New TAs attended training at our local teaching school. • HLTA Training • Mental Health First Aid Training • All staff attended SSAT Subject Leadership training • Governors attended SSAT effective monitoring training • Trainees in Y2 and Y4 supported staff in self-reflection. • During lockdown all staff took part in <ul style="list-style-type: none"> ○ NASEN Focus on SEND – Primary or Early Years Training 	<p>£0</p> <p>£2,901.65</p> <p>£120</p> <p>£450</p> <p>£980</p> <p>£300</p>
C	Owls club (Nurture) One and a half hours p/day led by 2 adults (38 weeks)	<p>32.5% of eligible pupils have made expected or accelerated progress in reading across the Key Stage. Children making less progress made progress in line with the expectations of their support plans</p> <p>50% of eligible pupils in Key Stage 1 have made expected or accelerated progress in writing across the Key Stage. Children making less progress made progress in line with the expectations of their support plans</p>	£9,356

		25% of eligible pupils have made expected or accelerated progress in maths across the Key Stage. Children making less progress made progress in line with the expectations of their support plans	
A-H	Leadership collaboration supported with neighbouring schools to raise standards further.	Extended collaborative working within local schools has supported leadership analysis of data influencing provision for pupils.	£0
Total			£14,695

ii Targeted support

Desired outcome	Approach	Evidence of Impact	Budget
E	Funding for pupils to attend trips, sports events, provide sports clothing and uniform	<p>PPG eligible pupil attendance was 93.1% lower than our benchmark of 95.8% and our overall figure of 95.4%. This includes optional attendance in June and July for selected pupils following Government school closure.</p> <p>PPG eligible pupils were less likely to attend school when school opened for eligible year groups during June and July.</p> <p>All eligible pupils had access to funded sports club participation before and after school during the Autumn term with a 17% increase in uptake across the school.</p> <p>0% of eligible pupils attended residential school trips due to Government school closure.</p>	To be calculated

B	Daily reading for KS1 pupils with low EY reading profile scores or are not on track to make progress.	<p>66.7% of PPG eligible pupils have made expected or accelerated progress in reading across Key Stage 1 (progress of those with SEN: 33.3%) *</p> <p>Children making less progress made progress in line with the expectations of their support plans</p> <p style="text-align: right;">*to last data set – Spring Term 2020</p>	£3,537
B	Additional daily reading for PP pupils	<p>55.3% of PP eligible pupils have made expected or accelerated progress in reading across Key Stage 2 (progress of those with SEN: 66.6%). *</p> <p>Children making less progress made progress in line with the expectations of their support plans</p> <p style="text-align: right;">*to last data set – Spring Term 2020</p>	£5,120
B/F	In class additional maths/writing support for pupils who are not on track to meet the expected standard.	<p>Key Stage 1 (6 pupils)</p> <p>66.7% of PPG eligible pupils have made expected or accelerated progress in reading across Key Stage 1 (progress of those with SEN: 33.3%) *</p> <p>66.6% of PPG eligible pupils have made expected or accelerated progress in writing across Key Stage 1 (progress of those with SEN: 33.3%) *</p> <p>50% of PPG eligible pupils have made expected or accelerated progress in maths across Key Stage 1 (progress of those with SEN: 33.3%)*</p> <p>Children making less progress made progress in line with the expectations of their support plans</p>	£24,650

Attainment

53.3% of PPG eligible pupils are working at ARE in reading (attainment of those with **no** SEN: 100%) *

50% of PPG eligible pupils are working at ARE in writing (attainment of those with **no** SEN: 100%) *

50% of PPG eligible pupils are working at ARE in maths (attainment of those with **no** SEN: 100%) *

*to last data set – Spring Term 2020

Key Stage 2 (8 pupils)**Progress**

55.3% of PP eligible pupils have made expected or accelerated progress in reading across Key Stage 2 (progress of those with SEN: 66.6%). *

46.7% of PP eligible pupils have made expected or accelerated progress in writing across Key Stage 2 (progress of those with SEN: 55.5%) *

80% of PP eligible pupils have made expected or accelerated progress in maths across Key Stage 2. (progress of those with SEN: 89%) *

Children making less progress made progress in line with the expectations of their support plans

*to last data set – Spring Term 2020

Attainment

53.3% of PPG eligible pupils are working at ARE in reading (attainment of those with no SEN: 66.7%) *

46.7% of PPG eligible pupils are working at ARE in writing (attainment of those with no SEN: 33.3%) *

73.3% of PPG eligible pupils are working at ARE in maths (attainment of those with no SEN: 100%) *

*to last data set – Spring Term 2020

Year 6 Attainment and Progress 2020

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
Higher attainers	5	117.2	+4.2	114.4	+2.1	114.4	+2.8
Middle attainers	11	105.8	-0.4	103.7	-2.6	107.3	+1.2
Lower attainers	4	98.0	+0.3	98.5	-0.5	104.3	+5.2
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

36% of eligible pupils have made expected or accelerated progress in writing across the Key Stage. Children making less progress made progress in line with the expectations of their support plans

C	A short term, focussed, intervention strategy, which addresses barriers to learning arising from social/emotional and or behavioural difficulties.	83.3% of pupils met ELGs for Communication and Language and Personal, Social and Emotional Development with an average score of 5.8 points progress; this is higher than the cohort at 73.3%.	£587
F	1st class @ number	100% of the PPG eligible pupils with no identified SEN have made expected progress in maths across the Key Stage so far.	£1,174
F	1 st class @ writing	100% of PPG eligible pupils have made accelerated progress in writing across the Key Stage so far.	£1,762

Total	£36,830+
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iii Other approaches				
Desired outcome	Approach	Evidence of Impact & Evaluation	Cost	
C	Allyance counselling including Music Therapy	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 100% pupils are eligible for PP funding).	£2,410	
A-C/F	Assertive mentoring conferencing	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling.	£1,406	
A-E	MIS software for more effective data analysis	Class teacher & leadership analysis of data provides an analysis of impact of provision for pupils to support accurate targeting of support.	£1,000	
E	FSM Milk funding	100% of eligible FSM pupils are having additional milk daily.	£524	
C	Funding for eligible pupils for settling hour before school and social support after school.	Funded extended school places.	£1,170	
			Total	£6,510
			Grand Total	£58,035