

## Pupil premium strategy statement

| 1. Summary Information |                |                         |                |                            |                       |
|------------------------|----------------|-------------------------|----------------|----------------------------|-----------------------|
| School                 |                | Meldreth Primary School |                |                            |                       |
| Academic Year          | <b>2016-17</b> | Total budget            | <b>£36,840</b> | Date of most recent review | <b>September 2017</b> |
| Total no. pupils       | <b>173</b>     | No of eligible pupils   | <b>28</b>      |                            |                       |

| 2. Current attainment  |                            |                                 |
|--|----------------------------|---------------------------------|
|  | Pupils eligible for PP (5) | Pupils not eligible for PP (19) |
| % achieving expected standard in reading in KS2                    | 80%                        | 71.5%                           |
| % achieving expected standard in writing in KS2                    | 60%                        | 76.3%                           |
| % achieving expected standard in maths in KS2                      | 100%                       | 100%                            |
| % achieving expected standard in reading, writing and maths in KS2 | 60%                        | 61.1%                           |
| Pupil progress Average Scaled Score (Re, Ma)                       | +3                         | +2.9                            |
| Pupil Progress % Expected standard+(Re, Wr, Ma)                    | +5                         | +2                              |

| 3. Barriers to future attainment for pupils eligible for PP |  |
|---|--|
| <b>A</b>  | Oral language skills on entry to school are lower for eligible pupils which can slow functional literacy progress in subsequent years. |
| <b>B</b>  | Reading Inference skills at the end of Key Stages are lower for eligible pupils which can slow reading progress in subsequent years.   |
| <b>C</b>  | Social and emotional development needs are higher for eligible pupils which can slow progress.   |
| <b>D</b>  | Attendance rates for children eligible for PP are 95.9% compared to 97.1% for other non-mobile pupils.                                 |
| <b>E</b>  | Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform.                          |
| <b>F</b>  | Fluency in key number concepts is lower for eligible pupils which can slow mathematical progress                                       |

| <b>4. Desired outcomes</b> |   |   |
|----------------------------|---|---|
|                            | <b>Desired outcomes and how they will be measured</b>   | <b>Success criteria</b>   |
| <b>A</b>                   | Improve oral language skills for pupils eligible for PP.  | Pupils eligible for PP 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>B</b>                   | Improve reading inference for pupils eligible for PP.   | Pupils eligible for PP make rapid progress in reading so that by the end of Key Stage 2 they meet age related expectations.   |
| <b>C</b>                   | Social, emotional and behavioural difficulties (SEBD) addressed.  | Increased learning engagement for pupils eligible for PP measured by reduced behaviour incidents and increase in Boxall diagnostic profile.                         |
| <b>D</b>                   | Increased attendance for pupils eligible for PP.  | Overall PP attendance improves to above 96%.  |
| <b>E</b>                   | 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.   |
| <b>F</b>                   | Improve mathematical fluency for pupils eligible for PP.  | Pupils eligible for PP make rapid progress in maths so that by the end of Key Stage 2 they meet age related expectations.   |

| <b>5. Planned expenditure</b>        |  |  |              |                |
|--------------------------------------|--|--|--------------|----------------|
| <b>i Quality of teaching for all</b> |  |  |              |                |
| <b>Desired outcome</b>               | <b>Approach</b>  | <b>Rationale</b>   |              | <b>Review</b>  |
| <b>A</b>                             | Wellcomm Speech & language Assessment  | Early identification of language needs to support speaking and listening provision in EY and KS1   | EY Lead      | July 2017      |
| <b>B</b>                             | Staff training on outstanding teaching   | Contribution to course and supply costs to improve high quality teaching in phonics and reading across the school.   | Head teacher | July 2017      |
| <b>C</b>                             | Owls club (Nurture)<br>One hour p/day led by 2 adults (approx. 36 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 |
| <b>ii Targeted support</b>           |  |  |              |                |
| <b>Desired outcome</b>               | <b>Approach</b>  | <b>Rationale</b>   |              | <b>Review</b>  |
| <b>E</b>                             | 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 2017      |
| <b>B</b>                             | Daily reading 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 2017      |

|            |  |   |              |                |
|------------|--|---|--------------|----------------|
| <b>B</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 2017      |
| <b>B/F</b> | In class additional maths/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 |
| <b>C</b>   | <u>Ducklings</u><br>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 |
| <b>F</b>   | 1st class @ number   | 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 |
| <b>F</b>   | Success@Arithmetic   | 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 |

| <b>iii Other approaches</b> |  |  |                   |               |
|-----------------------------|--|--|-------------------|---------------|
| <b>Desired outcome</b>      | <b>Approach</b>  | <b>Rationale</b>   | <b>Staff lead</b> | <b>Review</b> |
| <b>C</b>                    | Alliance counselling                                   | In-school counselling and therapeutic help to children who are struggling due to circumstances outside their control.  | Head teacher      | July 2017     |
| <b>A-C/F</b>                | Assertive mentoring conferencing                       | AM conferences highlight next step learning for increased progress.  | Team leaders      | July 2017     |
| <b>A-E</b>                  | MIS software for more effective data analysis          | New assessment software which will enable distributive analysis of data leading to easier and earlier identification and addressing of need.                 | Head teacher      | July 2017     |
| <b>E</b>                    | FSM Milk funding                                       | Daily milk provision for FSM following the School Food Plan's new legislation on milk.   | Head teacher      | July 2017     |
| <b>C</b>                    | Funding for FSM pupils for settling hour before school | Additional support for pupils to aid attendance at early morning curricular and non-curricular provision and to provide breakfast and supported social play. | Head teacher      | July 2017     |
| <b>A-D</b>                  | 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 2017     |

| 6. Review of expenditure      |  |  |           |
|-------------------------------|--|--|-----------|
| i Quality of teaching for all |  |  |           |
| Desired outcome               | Approach   | Evidence of Impact   | Cost      |
| <b>A</b>                      | Wellcomm Speech & language Assessment  | Early identification of language needs to support speaking and listening provision in EY and KS1   | £320      |
| <b>B</b>                      | Staff training on outstanding teaching   | Contribution to course and supply costs to improve high quality teaching in phonics (Y1) English (Y2/4/5) and reading across the school.   | £6,000+   |
| <b>C</b>                      | Owls club (Nurture)<br>One hour p/day led by 2 adults (approx. 36 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. | £5,704    |
| <b>C</b>                      | Nurture /solution focussed counselling for pupils in KS2                               | Behaviour log analysis shows a decrease in repeat incidents of poor behaviour from pupils accessing counselling  | £1,281    |
| <b>Total</b>                  |  |  | £13,305   |
| ii Targeted support           |  |  |           |
| Desired outcome               | Approach   | Evidence of Impact   | Cost      |
| <b>E</b>                      | Funding for pupils to attend trips, sports events, provide sports clothing and uniform | 69% of PP children had attendance between 95-100%.<br>14% of all club participation was PP children<br>Funding supported 64% of pupils in taking part in extra-curricular provision      | £309.22   |
| <b>B</b>                      | Daily reading for Y1 pupils with low EY  | Data analysis shows:<br>Y1 Reading Progress Gap has closed   | £2,538.90 |

|               |  |   |         |       |            |
|---------------|--|---|---------|-------|------------|
|               | reading profile scores or are not on track to make progress.   | 100% attainment at the expected standard (W+ or above)  |         |       |            |
| B             | Additional daily reading for PP pupils   | Data analysis shows:<br>Reading attainment Summer 17 is in-line with non PP pupils in Yrs 1,2,4.<br>Progress is in-line with or above non PP in Yrs 2,3,4,5 |         |       | £4,982.75  |
| A-C           | In class additional maths/writing support for pupils who are not on track to meet the expected standard.                             | Data analysis shows:<br>Pupils working at the expected standard   |         |       | £11,958.60 |
|               |  |   |         |       |            |
|               |  | End of KS1  | Writing | Maths |            |
|               |  | Pupil Premium (2)   | 25%     | 0%    |            |
|               |  | Non Pupil Premium (23)  | 50%     | 56%   |            |
|               |  |   |         |       |            |
|               |  | End of KS2  | Writing | Maths |            |
|               |  | Pupil Premium   | 60%     | 100%  |            |
|               |  | Non Pupil Premium   | 74%     | 100%  |            |
|               |  |   |         |       |            |
| A-C           | Success@Writing Training   |   |         |       | £1,663     |
| C             | Ducklings<br>A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and | Improved self-esteem, confidence and readiness for learning measured by Early Years Profile   |         |       | £518.21    |
|               |  |   |         |       |            |
|               | Communication Ave score  | % at GLD  |         |       |            |
| Pupil Premium | 5.0  | 16.7%   |         |       |            |
|               |  |   | Non-PP  | 6.5   | 85.7%      |

|       |  |  |                            |                            |            |
|-------|--|--|----------------------------|----------------------------|------------|
|       | or behavioural difficulties.   |  |                            |                            |            |
| F     | 1st class@number   | All children made 5+ points progress across the year after being stuck since Y2<br>Data analysis shows:<br>Maths Ave. Progress PP 5 pts Gap with non PP pupils -1.1 pts<br>All pupils are now working within age related expectations        |                            |                            | £1,477     |
| F     | Success@Arithmetic Training  | All children on training trial made at least expected points progress across the year.<br>Data analysis shows:<br>Maths Ave. Progress PP 6 pts Gap with non PP pupils -0.4 pts<br>All pupils are now working within age related expectations |                            |                            | £1,209     |
| E     | Funding for Y4/5/6 pupils to attend the residential trips  | 33% of eligible pupils on trips were supported by the school.  |                            |                            | £265       |
| B     | Contribution to supply costs to release Year 2 & Y6 teacher to implement intervention for Maths & English. | End of KS Data analysis shows:   |                            |                            | £700       |
|       |  |  | KS1 Ave. PP Attainment Gap | KS2 Ave. PP Attainment Gap |            |
|       |  | Average Scaled Score Reading   | -3.6 pts                   | -5.4pts                    |            |
|       |  | ARE Writing  | -20%                       | -13.7%                     |            |
|       |  | Average Scaled Score Maths   | -4.1 pts                   | -1 pts                     |            |
|       |  | % Expected standard+ (Re, Wr, Ma)  | -45%                       | -13.7%                     |            |
|       |  |  |                            |                            |            |
| Total |  |  |                            |                            | £25,621.68 |



| <b>iii Other approaches</b> |   |   |                    |             |
|-----------------------------|---|---|--------------------|-------------|
| <b>Desired outcome</b>      | <b>Approach</b>   | <b>Evidence of Impact</b>   | <b>Evaluation</b>  | <b>Cost</b> |
| <b>C</b>                    | Allyance is the cluster counselling service to help support pupils through traumatic events.                | Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 75% PP) |                    | £2,040      |
| <b>A-C/F</b>                | Release to carry out Assertive mentoring counselling to highlight next step learning for increased progress |   |                    | £1,755      |
| <b>A-E</b>                  | MIS software for more effective data analysis   | New assessment practice enables earlier identification of and addressing needs  |                    | £948.60     |
| <b>E</b>                    | Milk funding for FSM pupils   | 100% of FSM pupils are having additional milk daily   |                    | £213.84     |
| <b>C</b>                    | Funding for FSM pupils for settling hour before and after school  | Improved self-esteem, confidence and readiness for learning measured by Early Years Profile                                 |                    | £1,260      |
| <b>A-D</b>                  | Release following Pupil Progress Meetings   |   |                    | £0          |
|                             |   |   | <b>Total</b>       | £6,217      |
|                             |   |   | <b>Grand Total</b> | £45,143.68  |