

## Pupil premium strategy statement

<b>1. Summary Information</b>					
Meldreth Primary School					
Academic Year	<b>2015-16</b>	Total budget	<b>£45,520.00</b>	Date of this review	<b>Nov 2016</b>
Total no. pupils	<b>165</b>	No of eligible pupils	<b>26</b>	Next internal review	<b>April 2017</b>

<b>2. Current attainment</b>		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading in KS2	0%	76.2%
% achieving expected standard in writing in KS2	100%	90.5%
% achieving expected standard in maths in KS2	100%	100%
% achieving expected standard in reading, writing & maths	0%	76.2%
KS2 progress in reading	-6.29	-0.29
KS2 progress in writing	0.33	7.02
KS2 progress in maths	7.48	6.85

<b>3. Barriers to future attainment for pupils eligible for PP</b>	
<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.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<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 from 95.9% to 96.5%.
<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>5. Planned expenditure</b>				
<b>i Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Approach</b>	<b>Rationale</b>	<b>Staff Lead</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 2016
<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.	Head teacher	July 2016
<b>C</b>	Owls club (Nurture)	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	July 2016
<b>ii Targeted support</b>				
<b>Desired outcome</b>	<b>Approach</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Review Date</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 2016
<b>B</b>	Daily reading for Y1 pupils with low EY reading profile scores	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 2016

	or are not on track to make progress.			
<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 2016
	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> 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
	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>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 2016
<b>A-C</b>	Assertive mentoring conferencing	AM conferences highlight next step learning for increased progress.	Team Leaders	July 2016
<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 2016
<b>E</b>	FSM Milk funding	Daily milk provision for FSM following the School Food Plan's new legislation on milk.	Head teacher	July 2016
<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 2016
<b>A-D</b>	Staff release following Pupil Progress Meetings	Progress of PP children is a focus for the school.	Head teacher	July 2016

6. Review of expenditure			
i Quality of teaching for all			
Desired outcome	Approach	Impact	Cost
<b>A</b>	Wellcomm Speech & language Assessment	Results from Y1 phonics screen show 100% of PP children working at expected standard in comparison with 70% non PP children.	<b>£320</b>
<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.	<b>£6,000+</b>
<b>C</b>	Owls club (Nurture) 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.	<b>£5,672</b>
<b>C</b>	KS2 counselling solution focussed therapy	Behaviour log analysis shows a decrease in repeat incidents of poor behaviour from pupils accessing counselling	<b>£965</b>
<b>Total</b>			<b>£12,957</b>
ii Targeted support			
Desired outcome	Approach	Impact	Cost
<b>E</b>	Funding for pupils to attend trips, sports events, provide sports clothing and uniform	73% of PP children had attendance between 95-100%.	<b>£429</b>
<b>B</b>	Daily reading for Y1 pupils with low EY reading profile scores or	Data analysis shows: Y1 Reading Progress Gap PP -0.5pts 100% attainment at the expected standard (W+ or above)	<b>£2,532</b>

	are not on track to make progress.																					
B	Additional daily reading for PP pupils	Data analysis shows: Reading attainment Spring 16 is in-line with non PP pupils in Yrs 1,2,3. Progress is in-line with or above in Yrs 2,3,4,5.		£2,743																		
	In class additional maths/writing support for pupils who are not on track to meet the expected standard.	Data analysis shows: Pupils working at the expected standard - end of KS1 <table border="1"><tr><td></td><td>Writing</td><td>Maths</td></tr><tr><td>Pupil Premium</td><td>33.3%</td><td>33.3%</td></tr><tr><td>Non PP</td><td>55.6%</td><td>61.1%</td></tr></table> Pupils working at the expected standard - end of KS2 <table border="1"><tr><td></td><td>Writing</td><td>Maths</td></tr><tr><td>Pupil Premium</td><td>100%</td><td>100%</td></tr><tr><td>Non PP</td><td>100%</td><td>100%</td></tr></table>			Writing	Maths	Pupil Premium	33.3%	33.3%	Non PP	55.6%	61.1%		Writing	Maths	Pupil Premium	100%	100%	Non PP	100%	100%	£13,801
	Writing	Maths																				
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	Writing	Maths																				
Pupil Premium	100%	100%																				
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C	<u>Ducklings</u> A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties.	Improved self-esteem, confidence and readiness for learning measured by Early Years Profile		£1,012																		
	1st class @ number	2/3 children made 2 points progress spring term after being stuck since Y2 Data analysis shows: Maths Ave. Progress PP 3.5 pts Gap +0.6 pts		£1,882																		

<b>E</b>	Funding for Y4/5/6 pupils to attend the residential trips	16% of pupils on trips were supported by the school.		<b>£660</b>
<b>B</b>	Contribution to supply costs to release Year 2 & Y6 teacher to implement intervention for Maths & English.	Data analysis shows: KS1 Writing Ave. Progress PP Gap +0.3 pts KS1 Maths Ave. Progress PP Gap -0.1 pts KS2 Writing Ave. Progress PP Gap +1.3 pts KS2 Maths Ave. Progress PP Gap +1.6 pts		<b>£1,950</b>
			Total	<b>£25,009</b>

<b>iii Other approaches</b>				
<b>Desired outcome</b>	<b>Approach</b>	<b>Impact</b>	<b>Evaluation</b>	<b>Cost</b>
<b>C</b>	Allyance counselling service to support pupils through traumatic events.	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 75% PP)		<b>£1,776</b>
	Assertive maths	Assessments highlight next step learning for increased progress		<b>£1,000</b>
<b>A-E</b>	MIS software for more effective data analysis	New assessment practice enables earlier identification of and addressing needs		<b>£1,000</b>
<b>E</b>	Milk funding for FSM pupils	93% of FSM pupils having additional milk		<b>£387</b>
<b>C</b>	Funding for FSM pupils for settling hour before school	Behaviour log analysis shows a decrease in repeat incidents of poor behaviour from pupils accessing this provision		<b>£1900</b>



<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.					<b>£1,755</b>
			Reading	Writing	Maths		
		Y1	+0.8	+1.3	+1.2		
		Y2	-0.1	-0.2	+0.3		
		Y3	+0	-0.2	+0.7		
		Y4	+0.4	+0.4	+0.8		
		Y5	-2.8	-2.9	+0.8		
		Y6	+0.5	+0.9	+1.3		
						<b>Total</b>	<b>£7,818</b>
						<b>Grand Total</b>	<b>£45,784+</b>