

Pupil premium strategy statement

1. Summary Information					
School		Meldreth Primary School			
Academic Year	2016-17	Total budget	£36,840	Date of most recent review	Feb 2017
Total no. pupils	173	No of eligible pupils	28	Next internal review	

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading	53.6%	69%
% achieving expected standard in writing	53.6%	66.9%
% achieving expected standard in maths	64.3%	73.1%
% achieving expected standard in reading, writing and maths	50%	63.4%

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 95.9% compared to 97.1% for other non-mobile pupils.
E	Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform.
F	Fluency in key number concepts is lower for eligible pupils which can slow mathematical progress

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 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 make rapid progress in reading so that by the end of Key Stage 2 they meet age related expectations.
C	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.
D	Increased attendance for pupils eligible for PP.	Overall PP attendance improves to above 96%.
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 make rapid progress in maths 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	Early identification of language needs to support speaking and listening provision in EY and KS1	EY Lead	July 2017
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
C	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.	SENCo	Ongoing review
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 2017
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 2016

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
B/F	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
C	<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
F	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
F	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

iii Other approaches				
Desired outcome	Approach	Rationale	Staff lead	Review
C	Alliance counselling	In-school counselling and therapeutic help to children who are struggling due to circumstances outside their control.	Head teacher	July 2017
A-C/F	Assertive mentoring conferencing	AM conferences highlight next step learning for increased progress.	Team leaders	July 2017
A-E	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
E	FSM Milk funding	Daily milk provision for FSM following the School Food Plan's new legislation on milk.	Head teacher	July 2017
C	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
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 2017

6. Review of expenditure			
i Quality of teaching for all			
Desired outcome	Approach	Evidence of Impact	Cost
A	Wellcomm Speech & language Assessment	Early identification of language needs to support speaking and listening provision in EY and KS1	
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.	
C	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.	
C	Nurture /solution focussed counselling for pupils in KS2	Behaviour log analysis shows a decrease in repeat incidents of poor behaviour from pupils accessing counselling	
			Total
ii Targeted support			
Desired outcome	Approach	Evidence of Impact	Cost
E	Funding for pupils to attend trips, sports events, provide sports clothing and uniform		
B	Daily reading for Y1 pupils with low EY		

	reading profile scores or are not on track to make progress.		
B	Additional daily reading for PP pupils		
A-C	In class additional maths/writing support for pupils who are not on track to meet the expected standard.		
C	Ducklings A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties.		
F	1st class @ number		
F	Success@Arithmetic		
E	Funding for Y4/5/6 pupils to attend the residential trips		
B	Contribution to supply costs to release Year 2 & Y6 teacher to implement		

	intervention for Maths & English.		
		Total	

iii Other approaches				
Desired outcome	Approach	Evidence of Impact	Evaluation	Cost
C	Allyance is the cluster counselling service to help support pupils through traumatic events.			
A-C/F	Release to carry out Assertive mentoring counselling to highlight next step learning for increased progress			
A-E	MIS software for more effective data analysis			
E	Milk funding for FSM pupils			

C	Funding for FSM pupils for settling hour before school		
A-D	Release following Pupil Progress Meetings 3 days p/year		
			Total
			Grand Total