

Pupil premium strategy statement

1. Summary Information					
School		Meldreth Primary School			
Academic Year	2017-18	Total budget	£43,040	Date of most recent review	May 2018
Total no. pupils	170 (166 funded)	No of eligible pupils (Pupil premium, LAC and Service Children)	23 - 30 Sept 17	Next internal review	July 2018

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading	10 (41.7%) - 46% Sept 17	90 (62.1%) – 67% Sept 17
% achieving expected standard in writing	9 (37.5%) - 38% Sept 17	89 (61.4%) - 60% Sept 17
% achieving expected standard in maths	16 (66.7%) - 54% Sept 17	98 (67.6%) - 70% Sept 17
% achieving expected standard in reading, writing and maths	7 (29.2%) - 29% Sept 17	80 (55.2%) - 55% Sept 17

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

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.
C	Improved access to extra-curricular clubs to raise aspiration.	Increased extra-curricular learning engagement for pupils eligible for PP funding.
D	Increased attendance inc. lateness for pupils eligible for PP.	Overall PP attendance remains 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 funding make rapid progress in maths so that by the end of Key Stage 2 they meet age related expectations.
F	Improve writing confidence for pupils eligible for PP.	Pupils eligible for PP funding make rapid progress in 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	Early identification of language needs to support speaking and listening provision in EY and KS1	EY Lead	July 2018
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) One hour 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 Salford University.	Head teacher	July 2018

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 2018
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 2018
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 2018
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	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

	arising from social / emotional and or behavioural difficulties.			
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	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	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 2018
A-C/F	Assertive mentoring conferencing	AM conferences highlight next step learning for increased progress.	Team leaders	July 2018

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 2018
E	FSM Milk funding	Daily milk provision for FSM following the School Food Plan's new legislation on milk.	Head teacher	July 2018
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 2018
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 2018

6. Review of expenditure			
i Quality of teaching for all			
Desired outcome	Approach	Evidence of Impact	Budget
A	Wellcomm Speech & language Assessment	Eligible pupils made accelerated progress (to Spring Term) in Understanding, Speaking and Managing feelings & behaviour. Expected progress achieved in Listening & Attention, Self-confidence & self-awareness and Reading.	£320

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.	New phonics resource 'Story time phonics' in place. English advisor visit has supported development in reading and spelling. Speech & Language, ADHD and Conflict Resolution Training Eligible pupils have made ave. expected progress in Y1 is 2.8 (3 points expectation) Eligible pupils have made ave. accelerated progress in Y2 is 8.5 (5 points expectation) New SEN tracking cover sheet in place to track provision.	£6,000+	
C	Owls club (Nurture) One and a half hours p/day led by 2 adults (38 weeks)	Reading – 40% (2) of pupils in KS1 have made expected or accelerated progress. Writing - 80% (4) of eligible pupils in KS1 have made expected or accelerated progress Maths – 80% (4) of eligible pupils in KS1 have made expected or accelerated progress	£8,556	
A-H	Work with neighbouring schools to raise standards further.	Collaborative working within the triad of schools has supported leadership analysis of data impacting on provision for pupils.	£0	
			Total	£14,876

ii Targeted support

Desired outcome	Approach	Evidence of Impact	Budget
E	Funding for pupils to attend trips, sports events, provide sports clothing and uniform	62.5% of eligible pupils had attendance between 95-100% Sept to May. All eligible pupils had access to funded sports club participation at lunchtimes during the summer term. 100% of eligible pupils attend residential school trips.	£
B	Daily reading for Y1 pupils with low EY reading profile scores or are not on track to make progress.	Eligible pupils' progress in reading is 2.8 with only 20% (1 pupil) meeting age-related expectation (3.7 points progress for non-eligible pupils). NOTE: 3 eligible pupils have SEN and are accessing school and locality support.	£2,538.90
B	Additional daily reading for PP pupils	52.2% of eligible progress have made expected or accelerated progress over the Key Stage. (Spring 18) NOTE: 11 of the 12 pupils not making expected progress have SEN and are accessing school support.	£4,982.75
B/F	In class additional maths/writing support for pupils who are not on track to meet the expected standard.	Eligible pupils at ARE in writing 43.5% (10) – 17.4% in Autumn 1 Eligible pupils at ARE in maths 82.6% (19) – 82.6 in Autumn 1	£11,958.60
C	<u>Ducklings</u>	Eligible pupils made accelerated progress (to Spring Term) in Understanding, Speaking and Managing feelings & behaviour. Expected	£518.21

	A short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties.	progress achieved in Listening & Attention, Self-confidence & self-awareness and Reading.	
F	1st class @ number	Analysis due July 18	
F	1 st class @ writing	Analysis due July 18	
F	1 st class @ maths	Analysis due July 18	

iii Other approaches				
Desired outcome	Approach	Evidence of Impact	Evaluation	Cost
C	Alliance counselling	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 50% pupils are eligible for PP funding)		£2,040

A-C/F	Assertive mentoring conferencing	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling	£1,755	
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.	£948.60	
E	FSM Milk funding	100% of eligible FSM pupils are having additional milk daily.	£	
C	Funding for eligible pupils for settling hour before school and social support after school.	Funded extended school place. Analysis due July 18	£	
A-D	Staff release following Pupil Progress Meetings	Analysis due July 18	£	
			Total	£
			Grand Total	£