

## 1. Summary Information

|                  |                         |  |                     |                            |                       |
|------------------|-------------------------|--|---------------------|----------------------------|-----------------------|
| School           | Meldreth Primary School |  |                     |                            |                       |
| Academic Year    | <b>2018-19</b>          | Total budget   | <b>£46,520</b>      | Date of most recent review | <b>September 2018</b> |
| Total no. pupils | <b>183 (170 funded)</b> | No of eligible pupils<br>(Pupil premium, LAC and Service Children) | <b>24 (Sept 18)</b> | Next internal review       | <b>May 2019</b>       |

## 2. Current attainment

### End of Key Stage 1

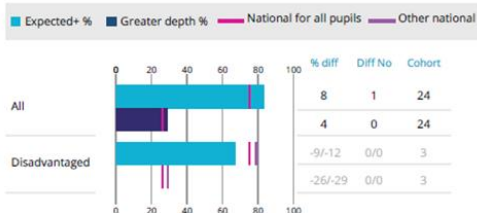
Key stage 1 in 2018

Meldreth Primary School

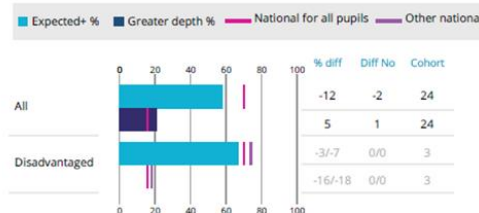
URN: 110615 LAESTAB: 8732029



#### Reading

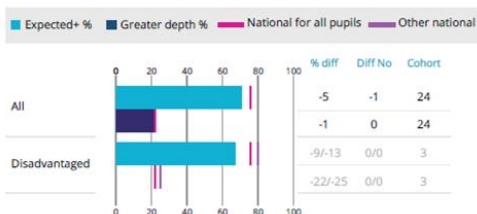


#### Writing

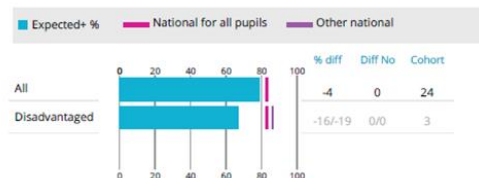


\*The attainment and the progress of pupils eligible for Pupil Premium funding is above the national data for this group in 2017, which is encouraging for this statistically small group. This includes one boy who has a personalised curriculum to meet his EHCP needs.

#### Mathematics



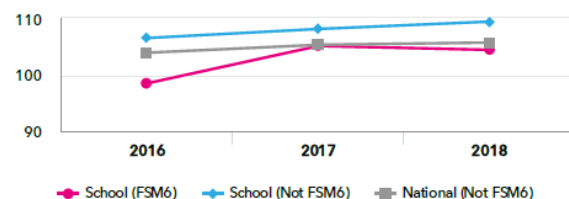
#### Science



## Disadvantaged pupils

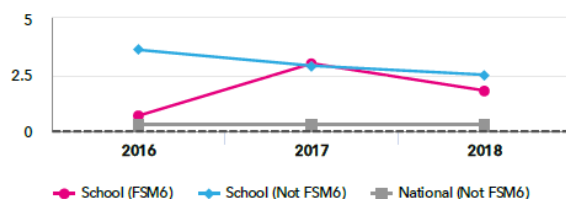
### KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



### KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



\* 2016 1 eligible pupil SEN; 2017 2 eligible pupils SEN & 1 eligible pupil GRT; 2018 - 3 eligible pupils SEN

### Prior attainment of disadvantaged pupils - 3 year trends ?

| Group   | 2016    |       | 2017    |       | 2018    |       |
|---|---------|-------|---------|-------|---------|-------|
|   | Non-dis | Dis   | Non-dis | Dis   | Non-dis | Dis   |
| Number of pupils  | 21      | 2     | 19      | 5     | 17      | 4     |
| Prior attainment (based on key stage 1 average point score) | 16.00   | 13.00 | 16.58   | 14.80 | 17.68   | 15.25 |

## 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 98.2% compared to 98.4% 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 concepts is lower for eligible pupils which can slow writing/mathematical progress                                      |

## Pupil premium strategy statement

| <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 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>B</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.                                |
| <b>C</b>                             | 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.                         |
| <b>C</b>                             | 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.   |
| <b>D</b>                             | Increased attendance inc. lateness for pupils eligible for PP.  | Overall PP attendance remains 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 funding make rapid progress in maths so that by the end of Key Stage 2 they meet age related expectations.   |
| <b>F</b>                             | 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.                             |
| <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 2019      |
| <b>B</b>               | Train staff re. barriers to learning for pupil premium children.<br>Monitor provision of quality first teaching.<br>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 |
| <b>C</b>               | Owls club (Nurture)<br>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 |
| <b>A-H</b>             | Work with neighbouring schools to raise standards further.   | Learn from and contribute to national networks via Salford University.   | Head teacher | July 2019      |

## ii Targeted support

| <b>Desired outcome</b> | <b>Approach</b>                            | <b>Rationale</b>  |              | <b>Review</b> |
|------------------------|--|---|--------------|---------------|
| <b>E</b>               | Funding for pupils to attend trips, sports | Provision for increased cultural capital for pupils eligible for pupil premium funding. | Head teacher | July 2018     |

|            |  |   |              |                |
|------------|--|---|--------------|----------------|
|            | events, provide sports clothing and uniform  |   |              |                |
| <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 2019      |
| <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 2019      |
| <b>B/F</b> | 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 |
| <b>C</b>   | <u>Spirals Programme</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>   | 1 <sup>st</sup> class @ writing  | Small group interventions with highly trained staff using a proven programme which raises literacy attainment,  | SENCo        | Ongoing review |

|          |                    |   |       |                |
|----------|--------------------|---|-------|----------------|
|          |                    | increases enjoyment and engagement in writing for pupils in early KS2.  |       |                |
| <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 |

### iii Other approaches

| <b>Desired outcome</b> | <b>Approach</b>  | <b>Rationale</b>   | <b>Staff lead</b> | <b>Review</b> |
|------------------------|--|--|-------------------|---------------|
| <b>C</b>               | Allyance counselling   | In-school counselling and therapeutic help to children who are struggling due to circumstances outside their control.  | Head teacher      | July 2018     |
| <b>A-C/F</b>           | Assertive mentoring conferencing   | AM conferences highlight next step learning for increased progress.  | Team leaders      | July 2018     |
| <b>A-E</b>             | 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 2018     |
| <b>E</b>               | FSM Milk funding   | Daily milk provision for FSM following the School Food Plan's new legislation on milk.   | Head teacher      | July 2018     |
| <b>C</b>               | 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 2018     |
| <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 2018     |

