

# Meldreth Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
<b>Meldreth Primary School</b>	
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	30 <sup>th</sup> September 2023
Date on which it will be reviewed	30 <sup>th</sup> September 2024, with ongoing reviews throughout the year
Statement authorised by	Sasha Howard
Pupil premium lead	Sasha Howard
Governor / Trustee lead	Matthew Paradis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,835
Recovery & School-led tutoring Programme funding allocation this academic year	£ 5,994 *early estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59,829</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Meldreth Primary School, all stakeholders share a strong commitment to ensuring that disadvantaged children receive the best possible support to make excellent progress and achieve as well as their peers. We aim for our disadvantaged children to:

- Make strong academic progress in reading, writing and maths, so that they are well prepared to thrive in the next stage of their education.
- Make strong progress in the wider curriculum, by having access to a broad range of subjects, which are well sequenced and progressive.
- Flourish socially and emotionally, by providing support to develop their mental health when necessary.

It is important that our ultimate aims for disadvantaged children are ambitious and aspirational. All stakeholders are committed to ensuring that there are no limits set on children's capacity or achievements, and are aware that children only get one chance at primary education.

We recognise that a proportion of our disadvantaged children also have Special Educational Needs (41%) and we work hard to ensure that they make excellent progress in relation to their starting points. Equally, we want to ensure that higher attaining disadvantaged children also make strong progress from their higher starting points. It is important that our strategy is rooted in recent, well respected research, so that we can be confident that the plans we enact have the best chance of a positive impact for our children. We also recognise that many of the approaches we use to support disadvantaged children will impact positively on non-disadvantaged children, particularly in respect to CPD for teachers and focused strategies in the classroom. We aim for our teachers to have access to the best quality training and development, so that all children flourish and make strong progress.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observations indicate that vocabulary acquisition for disadvantaged children is lower than that of their non-disadvantaged peers. This is evident in Reception and continues into Key Stages One and Two.
2	Teacher monitoring highlights that disadvantaged children read less at home than their peers, which means they develop fluency and comprehension skills at a slower rate. This then impacts their ability to access other curriculum areas, such as history and science.
3	There are a high number of PP pupils with SEND and additional needs, as a result social and emotional development needs are higher for eligible pupils, particularly those who are LAC or post LAC, which can slow progress.

4	Attendance monitoring demonstrates that attendance levels for disadvantaged children are lower than non-disadvantaged children. Gaps in learning then develop, which can make it more difficult to sustain progress.
5	Teacher monitoring highlights that disadvantaged children have limited access to wider enrichment activities and as a result, decreased cultural capital – trips, extra curriculum activities.
6	Whole school closures as a result of the Covid-19 pandemic impacted more on disadvantaged pupils than their peers. Upon the return to school, teachers quickly noted that, as well as the significant gaps as a result of missed learning, disadvantaged children had missed out on enrichment opportunities and wider social experiences. In some cases, this led to greater disengagement with school life, weakened social relationships and impacted mental health.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome 1	Success criteria
<ul style="list-style-type: none"> <li>To secure high quality teaching for disadvantaged pupils with identified communication and language needs.</li> <li>Disadvantaged pupils are identified in each year group within class profiles and Pupil Progress Reviews.</li> <li>Phase leaders and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</li> <li>Disadvantaged children with under developed language receive targeted intervention to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>Combined reading writing and mathematics outcomes of disadvantaged pupils are in line with identified year group targets and those with additional needs make expected or accelerated progress.</li> <li>Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention.</li> <li>Work scrutiny shows that children are using language and vocabulary across the curriculum.</li> </ul>
Intended outcome 2	Success criteria
<ul style="list-style-type: none"> <li>High aspirations and expectations are in place for all pupils. All children, particularly those eligible for PPG, are motivated to learn and have strategies to cope.</li> <li>Target setting reflects children's Early Years GLD attainment and KS1 results; specifically Literacy.</li> <li>Effective teacher targeting is in place to challenge previously exceeding children and accelerate progress of children with potential.</li> <li>Effective targeted support from leaders and school interventions for all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils' attainment is in line with national for this group.</li> <li>All disadvantaged pupils who attain GLD at the end of EYFS and GDS in KS1 make the transition to greater depth in KS2 with a proportion of home-grown children making accelerated progress.</li> <li>Accelerated progress for children in receipt of interventions and other targeted support including school led tutoring.</li> </ul>

<b>Intended outcome 3</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>All children have appropriate support and identification for SEMH needs.</li> <li>Eligible children are priority for targeted intervention.</li> </ul>
<b>Intended outcome 4</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>Continue establishing good attitudes to attendance and punctuality from EYFS onwards, so that all year groups have attendance, which is above average.</li> <li>All pupils aim to attend school 100% of the time - attendance will be above 96.2% (current school attendance).</li> </ul>	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils, including EYFS, is promoted and challenged such that pupils understanding will be good and are ready to learn without gaps in learning.</li> </ul>
<b>Intended outcome 5</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>Continue to provide enrichment experiences for learning that children would not usually experience including local trips, visit to the theatre, residential trips.</li> <li>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>Maintained and increased access and participation in high quality wider curriculum opportunities is planned into curriculum provision.</li> </ul>
<b>Intended outcome 6</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures.</li> <li>Disadvantaged children identified for waves of intervention to reduce their learning gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated progress for children in receipt of interventions and other targeted support including tutoring.</li> <li>Disadvantaged pupils' attainment is in line with national for this group.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Curriculum Lead to further develop teaching and learning across the school – modelling, team teaching and supporting (Curriculum Lead out of class for half a day a week)	Research shows that: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ <b>EEF <a href="#">Effective Professional Development Guidance Report</a> Oct 21</b>	1,2,3 & 6
Whole staff training in Mental Health support, therapeutic thinking and trauma training	Research shows that: ‘Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months’ additional progress. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.’ <b>EEF <a href="#">Meta-cognition and self-regulation</a></b>	1,2,3 & 4
Daily Owls Nurture support for 2 hours p/day led by 2 adults (38 weeks)		1,2,3 & 4
To ensure fidelity to the newly purchased phonics programme (FFT Success For All) including pupils working pre key stage in KS2	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <b>EEF <a href="#">Phonics</a></b>	1,2,3 & 4
Daily sensory integration intervention.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: <b>EEF <a href="#">Special Educational Needs in Mainstream Schools</a></b>	1,2,3 & 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000 & £5,994 (*School-led tutoring funding*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Government subsidised High Quality School Led Tutoring</p> <p>Quality Assured school led intervention including First Class @ Number 2, Success @ Arithmetic Calculation</p>	<p>Research shows that: 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> <p style="text-align: right;"><b>EEF <a href="#">Small group tuition</a></b></p>	<p>1,2 &amp; 6</p>
<p>Daily reading and phonics for KS1 pupils with low EY reading profile scores, or who are not on track to make progress.</p>	<p>Research shows that: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p style="text-align: right;"><b>EEF <a href="#">Phonics</a></b></p>	<p>1</p>
<p>In class additional support for pupils who are not on track to meet the expected standard.</p>	<p>Research shows that: 'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.' 'Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.'</p> <p style="text-align: right;"><b>EEF <a href="#">Collaborative learning approaches</a> &amp; <a href="#">Reading comprehension strategies</a></b></p>	<p>1, 2, 3 &amp; 6</p>
<p>Increased hours of pastoral support to provide further focused support with pupils to build resilience, confidence and provide nurturing environment; zones of regulation; deal with anxieties particularly from lockdown.</p>	<p>There is a huge need for pastoral support, particularly following the pandemic. The pastoral needs are evident in our disadvantaged pupils with many experiencing difficult home circumstances and reluctance to leave families. In the morning, there have been a growing number of children not wanting to come in/school refusal demonstrating anxiety etc. Our pastoral team is supporting pupils with lifelong strategies.</p>	<p>3</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding provided towards school trips, residential visits, peripatetic teaching, external clubs e.g. musical instruments and resources	Research shows that: 'There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.' <b>EEF <a href="#">Arts Participation &amp; Physical activity</a></b>	5
Funding for eligible pupils for settling hour before school and social support after school.	There is some evidence that providing funded before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the <b><a href="#">Magic Breakfast programme</a></b> .	3
Early access to therapeutic support including Music Therapy and solution focussed coaching.	Research shows that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' <b>EEF <a href="#">Social and emotional learning</a></b>	3
Funding for all eligible children to access milk and snack daily.	Government legislation	4

**Total budgeted cost: £59,829**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Early Years

**25% of disadvantaged children achieved GLD, versus 60% of the whole cohort (100% when pupils with SEND removed).**

#### Key Stage 1

**Year 1 – 80% of disadvantaged children (5) passed the Phonics Screening Check, versus 90% of the whole cohort (100% when pupils with SEND removed).** Year 1 children were very positively impacted by phonics professional development and 1:1 tutoring to support rapid catch up in the context of our new DfE approved programme.

#### Year 2 (Teacher Assessment informed by KS1 SATs):

Of the 3 eligible pupils, two have special educational needs, one working at a pre key stage level.

Year 2 children, while our 2 eligible pupils with SEND did not achieve EXS they made very good progress over the year following disruption caused by Covid-19. Targeted tuition supported their rapid progress over the year, exceeding targets set.

Subject	EXS+	Pupil Premium EXS+ (3)	Pupil Premium EXS+ (No SEND - 1)
Reading	83%	33%	100%
Writing	62%	33%	100%
Maths	79%	33%	100%
Combined	62%	33%	100%

## Key Stage 2

Of the seven eligible children, one child with an EHCP was disapplied and a further child with an EHCP was working below expectation. Due to modifications and temporary reduced timetables to meet children emotional need.

A number of pupils have had their emotional and social wellbeing supported very closely by the school's pastoral worker and wider safeguarding team. As a result of the support they have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

Subject	EXS+	Pupil Premium EXS+ (7)	Pupil Premium EXS+ (No SEND - 5)
Reading	74%	57%	60%
Writing	83%	57%	60%
SPaG	85%	71%	80%
Maths	91%	86%	100%
Combined	75%	57%	60%

## Attendance

2022-23	Attendance %	Unauthorised Absence %	SEND Attendance %
Pupil Premium	91.7%	0.7%	91.6%
Non Pupil Premium	94.2%	0.6%	93%

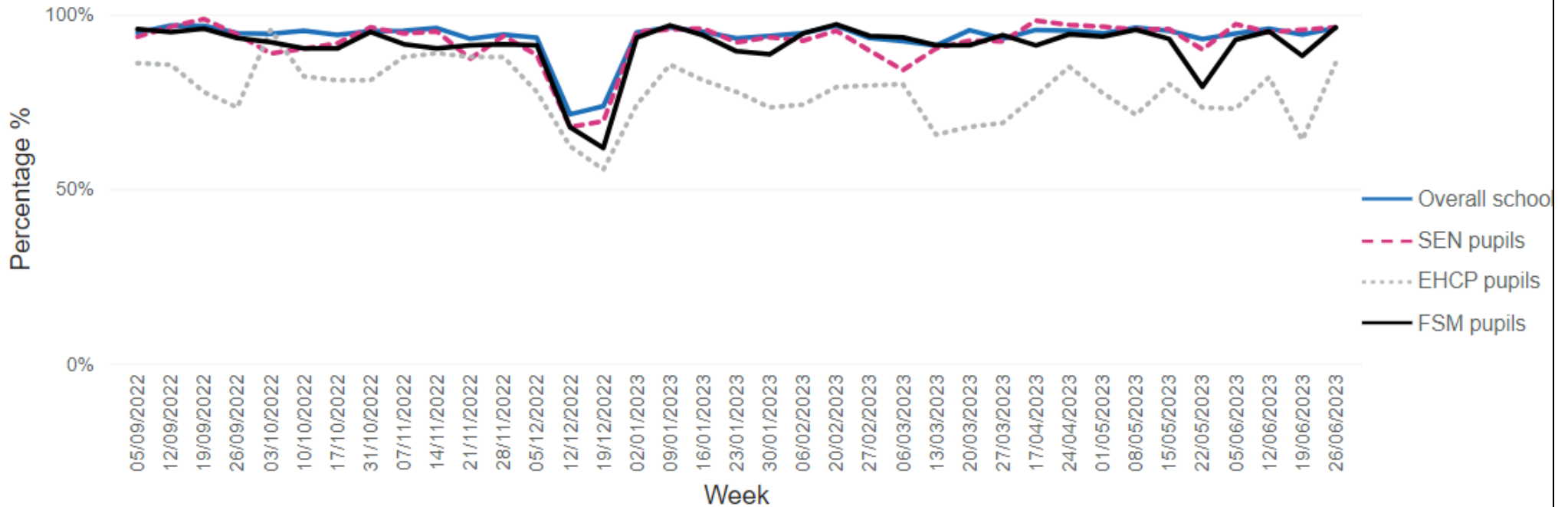
Number of pupils  
31

Overall attendance  
92.6%

Persistently absent pupils  
5

Severely absent pupils  
2

Graph showing attendance % for different pupil groups. Use the key to identify pupil groups.



Information from [viewyourdata.education.gov.uk](https://viewyourdata.education.gov.uk)

All eligible pupils had access to funded sports club participation at lunchtime and after school.

All eligible pupils attended residential and local school visits.

Teacher monitoring shows a decrease in incidents of poor behaviour from pupils accessing therapeutic intervention and counselling (currently 100% pupils accessing support are eligible for PP funding).

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Success for All Phonics	FFT

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information

There is a growing evidence around the impact of school closures on the learning outcomes of pupils. National research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown
- Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

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While many studies show similar learning effects between English and mathematics learning, some studies – including the analysis commissioned by the DfE on autumn term outcomes do indicate some increased learning loss for mathematics. Most studies have taken place in primary schools.

Studies from NFER, Department for Education and RS assessment show continued negative learning impacts in the 2021 spring term compared to previous years, and larger gaps for disadvantaged pupils. A recent study from RS Assessment showed that gaps in attainment were smaller at the end of the 2021 summer term for most primary year groups, when compared to the spring term, however gaps still existed, with younger pupils showing the largest drops in attainment. The study shows large gaps in attainment have continued to grow for disadvantaged pupils.

There is also evidence that, while disadvantaged pupils may have been harmed disproportionately by school closures, they did not receive disproportionate recovery in Autumn term 2020 (although it should be noted that this term did not represent a return to normal school for many pupils and teachers).

**EEF** research [examining the potential impact of school closures on the attainment gap](#):