

1. Summary Information

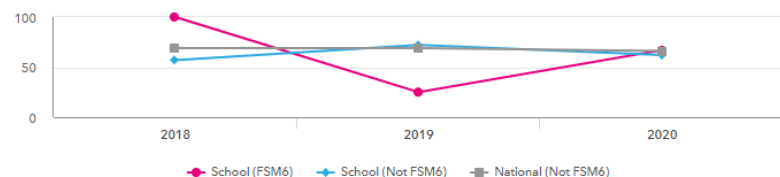
School	Meldreth Primary School				
Academic Year	2020-21	Total budget	£30,935	Date of most recent review	September 2020
Total no. pupils	196 (186 funded)	No of eligible pupils	22 (Sept 20) 32 (Mar 21)	Next internal review	May 2021

2. Current attainment

End of Key Stage 1 FFT KS1 2020 Provisional Summary Analysis

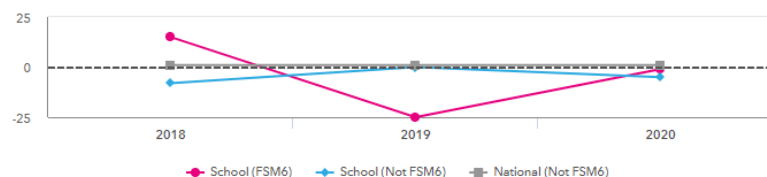
KS1 attainment for disadvantaged pupils 2020

% Expected Standard + (Re, Wr, Ma) ✓



KS1 progress for disadvantaged pupils 2020

% Expected Standard + (Re, Wr, Ma) ✓

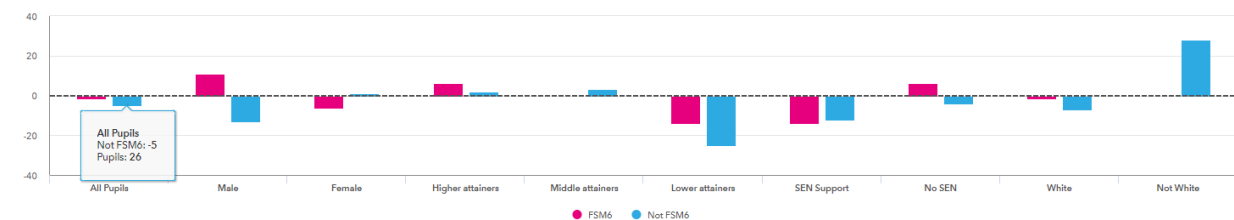


Attainment and the progress of PPG eligible pupils is inline with the national data for this group in 2020; above data for our Non PPG pupils in Key Stage 1.



The "Gap" column illustrates the difference between the average progress for PPG and non PPG eligible pupils.

Progress gap

% Expected Standard + (Re, Wr, Ma) ✓





Attainment & progress

				Attainment			Progress		
Pupils				% Expected Standard + (Re, Wr, Ma) 			% Expected Standard + (Re, Wr, Ma) 		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	26	67%	62%	5%	-1%	-5%	4%
Gender	Male	1	11	100%	36%	64%	11%	-13%	24%
	Female	2	15	50%	80%	-30%	-6%	0%	-6%
Prior Attainment	Higher attainers	2	14	100%	93%	7%	6%	2%	4%
	Middle attainers	-	4	-	75%	-	-	3%	-
	Lower attainers	1	7	0%	0%	0%	-14%	-25%	11%
SEN Group	SEN Support	1	5	0%	20%	-20%	-14%	-12%	-2%
	No SEN	2	21	100%	71%	29%	6%	-4%	10%
Ethnic Group	White	3	25	67%	60%	7%	-1%	-7%	6%
	Not White	-	1	-	100%	-	-	28%	-

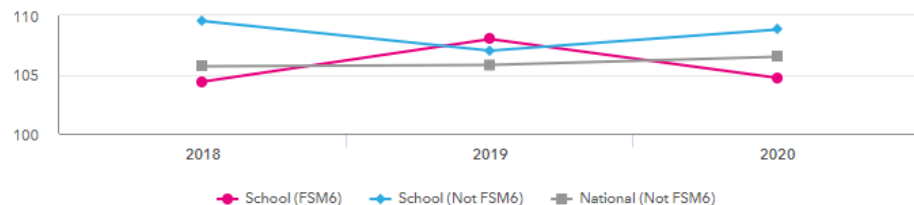
End of Key Stage 2 FFT KS2 2020 Provisional Summary Analysis

Value Added progress for pupil groups

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All Pupils	21	107.6	+0.9	106.0	-1.0	108.9	+2.4
Female	6	108.8	+1.7	107.7	+0.4	109.8	 +3.0
Male	15	107.1	+0.5	105.3	-1.6	108.5	+2.1
Not FSM6	18	108.7	+0.9	106.8	-1.1	109.0	+1.7
FSM6	3	101.3	+0.5	101.0	-0.8	108.0	 +6.4

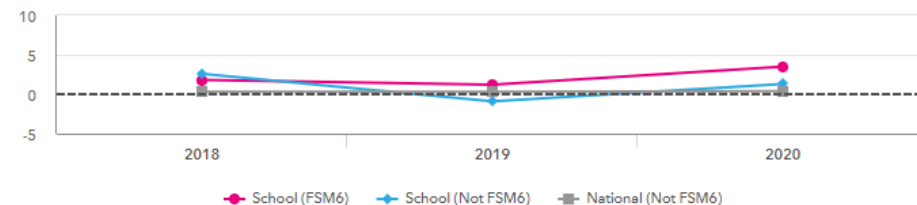
KS2 attainment for disadvantaged pupils 2020

Average Scaled Score (Re, Ma) 




KS2 progress for disadvantaged pupils 2020

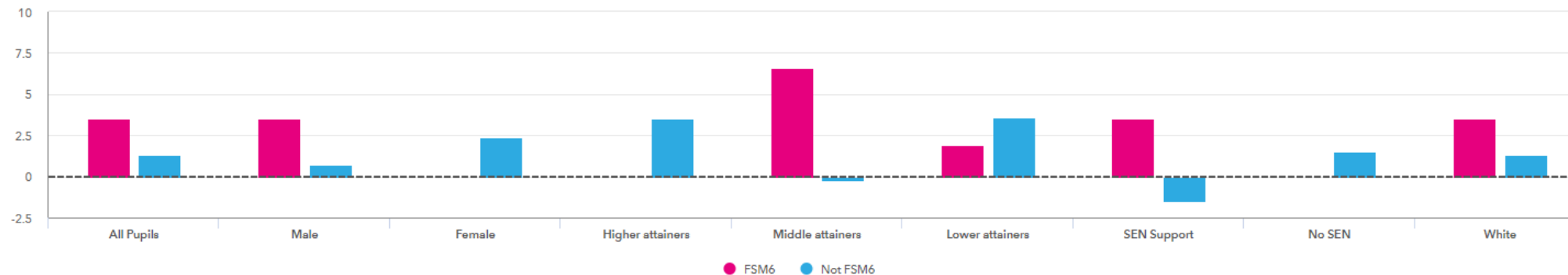
Average Scaled Score (Re, Ma) 



Pupil attainment of pupils eligible for Pupil Premium funding is below the national data for this group in 2020. Pupil progress is above the national picture and above those non eligible pupils in this cohort. *Teacher Assessment only



Progress gap

Average Scaled Score (Re, Ma) 



*The table shows attainment and progress for PP and non-PP pupils. The "Gap" column is the difference between PP and non-PP students. The pupil groups correspond to those on the bar chart above.

Attainment & progress

				Attainment			Progress		
Pupils				Average Scaled Score (Re, Ma) 			Average Scaled Score (Re, Ma) 		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	18	104.7	108.8	-4.1	3.5	1.3	2.2
Gender	Male	3	12	104.7	108.6	-3.9	3.5	0.7	2.8
	Female	-	6	-	109.3	-	-	2.4	-
FFT Prior Attainment	Higher attainers	-	5	-	115.8	-	-	3.5	-
	Middle attainers	1	10	113.5	105.9	7.6	6.6	-0.2	6.8
	Lower attainers	2	2	100.3	102	-1.7	1.9	3.6	-1.7
SEN Group	SEN Support	3	1	104.7	108.5	-3.8	3.5	-1.5	5
	No SEN	-	17	-	108.9	-	-	1.5	-
Ethnic Group	White	3	18	104.7	108.8	-4.1	3.5	1.3	2.2

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
H	Lack of skills fluency following Government school closure

Pupil premium strategy statement

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.
		Develop Spirals programme of support into KS1 (currently embedded practise in EY)
		Training undertaken by Nurture Lead
C	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.
D	Increased attendance inc. lateness for pupils eligible for PP.	Overall PP attendance remains above 97%.
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 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.
H	Vulnerable children are protected during school closure and close relationships with school and outside agencies minimises the risk to children.	Pupils and families have the right external support to thrive during school closure.

H	Support for progress of children who have additional/complex needs through seeking Education Psychologist support and facilitating virtual music therapy and speech and language therapy.	Pupils and families have the right support to access remote learning. Staff have sufficient support and expertise to promote strategies, which engage pupils with complex needs.
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COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding will be adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in previous documents, and in others related to the Pupil Premium Grant.

During the pandemic the following key steps have been taken to ensure that our disadvantaged pupils' barriers to learning will continue to be overcome wherever possible:

- Children attended school wherever possible
- We ensured that children had the correct tools to complete home learning
- Our staff made regular family support contact, both virtually and in person
- Weekly family meals were delivered during April, June and July
- Family weekend shopping and contact was provided for parents during the summer holiday

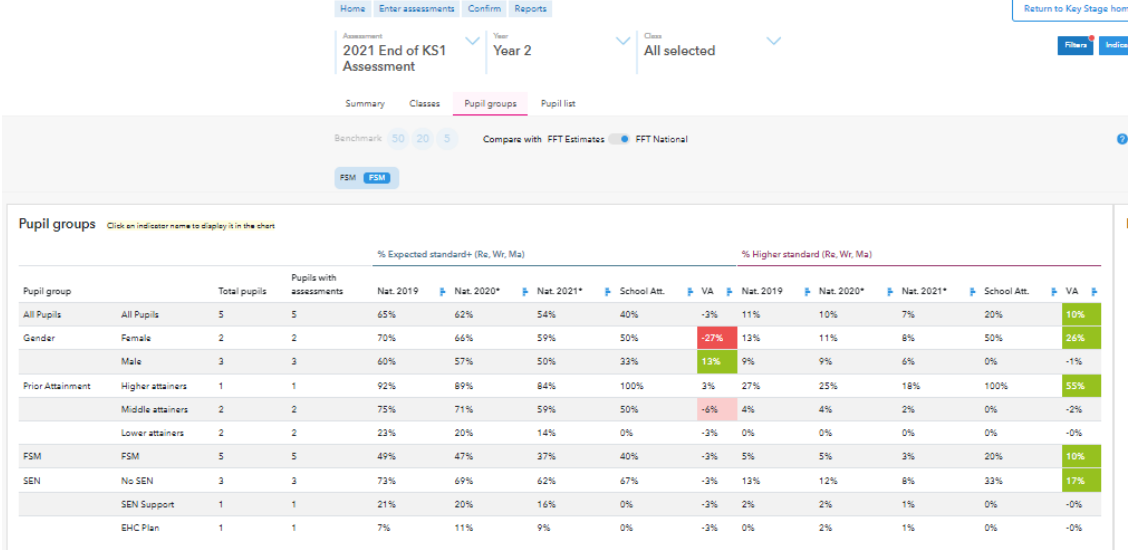
Future versions of the strategy will reflect the changes that are currently being made.

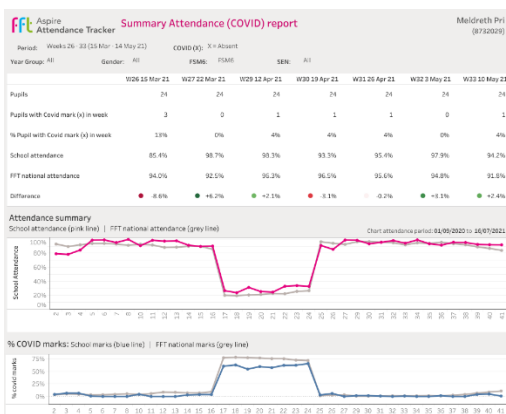
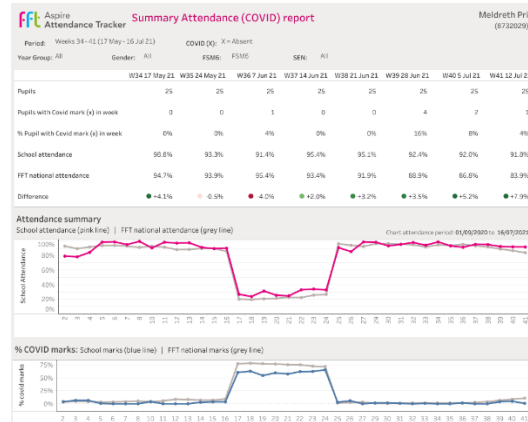
6. Review of expenditure			
i Quality of teaching for all			
Desired outcome	Approach	Evidence of Impact	Budget

A	Training and delivery of Nuffield Early Language Intervention (NELI) to improve spoken language.	Evidence suggests that progress has been severely impacted by Government school closure. Only one of the 4 pupils who was involved in this intervention met the expected standard for Speaking at the end of the key stage, however all parents reported speech being clearer and all but one child met the expected standard for Building Relationships at the end of the year.	2,039.31
A	Train staff re. barriers to learning for pupil premium children and improving high quality teaching. Monitor provision of quality first teaching.	<ul style="list-style-type: none"> Internal Teaching Assistant Training Programme - interventions SSAT consultancy Trainees in Y2, Y3 and Y4 supported staff in self-reflection. 	£0
C	Owls club (Nurture) 2 hours p/day led by 2 adults (38 weeks)	Staff redeployed to support children with escalated needs during the pandemic.	£12,475
Total			£14,514.31

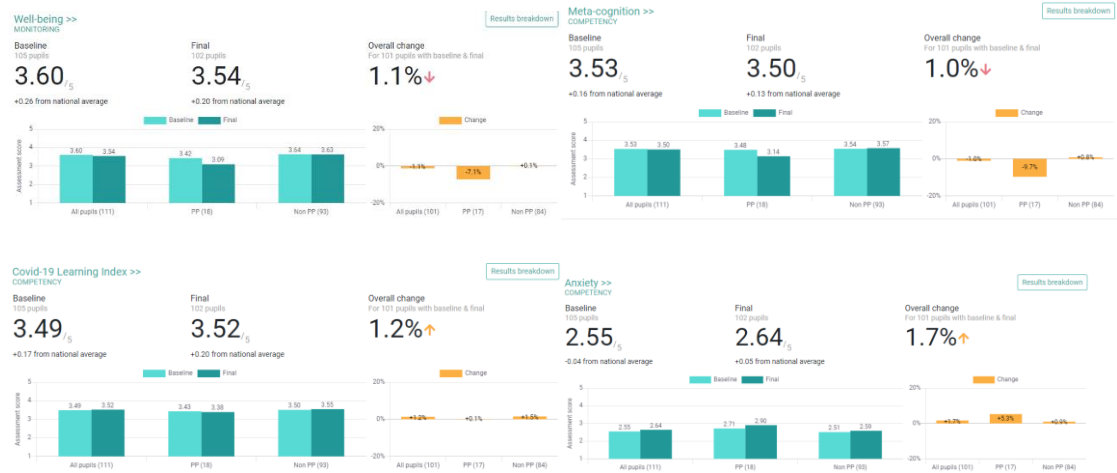
ii Targeted support

Desired outcome	Approach	Evidence of Impact	Budget
B	Daily reading for KS1 pupils with low EY reading profile scores, or who are not on track to make progress.	Overall KS1 attainment was in line with FFT National for 2021 for % Expected standards and higher for % Higher standard. (31% compared to a FFT national score of 20% at higher standard.) The value added score was -4% (Expected) and 0% (Higher).	£3,537

C	A short term, focussed, intervention strategy, which addresses barriers to learning arising from social/emotional and or behavioural difficulties.	ImpactEd research project provided useful question level information for pupils in KS2 and a sample of pupils in KS1 benchmarked against a wider bank of comparative data from 2600 pupils in 170 schools nationally. This was used to target effective wellbeing/crisis support for individual pupils. ImpactEd further pupil wellbeing analysis shared with Govs (C&L March)	£587
F	In class additional maths/writing support for pupils who are not on track to meet the expected standard.	 <p>Overall KS1 attainment was lower than FFT National for 2021 for % Expected standard (40% compared to a FFT national score of 37% at expected standard). and higher than FFT National for 2021 for % Higher standard (50% compared to a FFT national score of 8% at higher standard). The value added score was -3% at % Expected standard and 10% at % Higher standard Value added was higher in Maths (6%) and least in reading (0%) and higher for girls (26%) than boys (-1%). This small cohort has 1 pupil with an individual Education Health Care Curriculum Plan.</p> <p>Overall KS2 attainment – our Y6 cohort had only one eligible pupil in the cohort.</p>	£6,623.4

E	Funding for pupils to attend trips, sports events, provide sports clothing and uniform	<p>PPG eligible pupil attendance was higher than FFT national data in 10 out of the 15 weeks on return to school.</p> <div>   </div> <p>PPG eligible pupils were less likely to engage with distance learning when school closed from January - April.</p> <p>All eligible pupils had access to funded sports club participation before and after school.</p> <p>0% of eligible pupils attended residential school trips due to Government school closure.</p>	£0
F	First Class @ Number 2	Training undertaken by new staff	£1,530.30
F	Success @ Arithmetic Calculation	Training undertaken by new staff	£1,530.30
Total			£13,808

iii Other approaches

Desired outcome	Approach	Evidence of Impact & Evaluation	Cost
H	Allyance counselling including Music Therapy	Behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 100% pupils are eligible for PP funding).	£2,410
A-C/F	Assertive mentoring conferencing	<p>Children eligible for Pupil Premium reported lower levels of persistence with learning. Overall, their scores are 5% lower than other pupils.</p> <p>During the second partial school closure (January to March) and due to many parents in this group working in social care, many of these pupils were eligible for school places thus providing additional support for this group. Pupil premium eligible children scored lower than the national picture on the anxiety scale lower than national ave for this group, however, anxiety scores at Meldreth stayed stable.</p>  <p>The figure consists of four bar charts arranged in a 2x2 grid, each showing assessment scores for three groups: All pupils (111), PP (16), and Non PP (36). Each chart compares Baseline (light blue) and Final (dark blue) scores, with an overall change percentage and a results breakdown bar chart.</p> <ul style="list-style-type: none"> Well-being >> MONITORING: Baseline 3.60, Final 3.54. Overall change 1.1%↓. Results breakdown: All pupils (111) -0.26, PP (16) +0.20, Non PP (36) +0.20. Meta-cognition >> COMPETENCY: Baseline 3.53, Final 3.50. Overall change 1.0%↓. Results breakdown: All pupils (111) +0.16, PP (16) +0.13, Non PP (36) +0.13. Covid-19 Learning Index >> COMPETENCY: Baseline 3.49, Final 3.52. Overall change 1.2%↑. Results breakdown: All pupils (111) +0.17, PP (16) +0.20, Non PP (36) +0.20. Anxiety >> COMPETENCY: Baseline 2.55, Final 2.64. Overall change 1.7%↑. Results breakdown: All pupils (111) -0.04, PP (16) +0.05, Non PP (36) +0.05. 	£2,812
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.	£1,000

E	FSM Milk funding	100% of eligible FSM pupils are having additional milk daily.	£312	
C	Funding for eligible pupils for settling hour before school and social support after school.	Funded extended school places.	£220	
			Total	£6,754
			Grand Total	£33,037