

Meldreth Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Meldreth Primary School	
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	13%
Funded for	197
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	1 st May 2022
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	£34,970
Recovery premium funding allocation this academic year	£3,770
School-led tutoring Programme	£3,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,980

Part A: Pupil premium strategy plan

Statement of intent

This year Meldreth Primary has been allocated **£34,970** of funding to support pupils who are eligible for pupil premium grant (PPG). We intend to use this to support our children with high quality teaching and staff training, priority reading support and small group and individual pre and post teaching to support pupils in their academic development.

We run a variety of interventions across the school to support pupil's social skills and their emotional and social well-being, this includes funding for class outings, nurture support, counselling, funded residential visits and supporting the cost of access to wrap around care including breakfast club. In addition to the focused teaching interventions provided to pupils listed here, we also use teaching approaches which close the gap in attainment outlined below.

Under developed language skills impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills on entry to school are lower for eligible pupils, which can slow functional literacy progress in subsequent years. As a result, highly structured and targeted teaching strategies are required.
2	Reading Inference skills at the end of Key Stages are lower for eligible pupils, which can slow reading progress in subsequent years.
3	High level 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 rates for children eligible for PP are 93.1% compared to 96.2% for other non-mobile pupils.
5	Limited access to wider enrichment activities. As a result, enhanced cultural capital – trips, activities, extra curriculum activities and support with uniform.
6	As a result of Government school closures, fluency in key concepts is lower for eligible pupils which can slow writing/mathematical progress.

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"> • To secure high quality teaching for disadvantaged pupils with identified communication and language needs. • Disadvantaged pupils are identified in each year group within class profiles and Pupil Progress Reviews. • Phase leaders and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles. • Disadvantaged children with under developed language receive targeted intervention to accelerate progress. 	<ul style="list-style-type: none"> • Combined reading writing and mathematics outcomes of disadvantaged pupils are in line with identified year group targets. • Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention.
Intended outcome 2	Success criteria
<ul style="list-style-type: none"> • High aspirations and expectations are in place for all pupils. All children, particularly those eligible for PP, are motivated to learn and have strategies to cope. • Target setting reflects children's Early Years attainment Literacy as well as GLD and KS1 results. • Effective teacher targeting is in place to challenge previously exceeding children and accelerate progress of children with potential. • Effective targeted support from leaders and school interventions for all year groups. 	<ul style="list-style-type: none"> • Disadvantaged pupils' attainment is in line with national for this group. • All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of home-grown children making accelerated progress. • Accelerated progress for children in receipt of interventions and other targeted support including NTP.
Intended outcome 3	Success criteria
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All children have appropriate support and identification for SEMH needs. • Eligible children are priority for counselling.

<p>Intended outcome 4</p> <ul style="list-style-type: none"> • Continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average. • All pupils aim to attend school 100% of the time - attendance will be above 96.2% (current school attendance). 	<p>Success criteria</p> <ul style="list-style-type: none"> • 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; thus, working at ARE
<p>Intended outcome 5</p> <ul style="list-style-type: none"> • Continue to provide enrichment experiences for learning that children would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents. • Classroom coverage of the curriculum reflects the intent to increase cultural capital. 	<p>Success criteria</p> <ul style="list-style-type: none"> • Maintained and increased access and participation in wider curriculum opportunities. • Work scrutiny shows that children are using language and vocabulary across the curriculum.
<p>Intended outcome 6</p> <ul style="list-style-type: none"> • Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures • Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closures. 	<p>Success criteria</p> <ul style="list-style-type: none"> • Accelerated progress for children in receipt of interventions and other targeted support including NTP. • Disadvantaged pupils' attainment is in line with national for this group.

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: £18,740

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)	<p>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.'</p> <p>EEF Effective Professional Development Guidance Report Oct 21</p>	1,2,3 & 6
Whole staff training in Mental Health support and trauma training	<p>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.'</p> <p>EEF Meta-cognition and self-regulation</p>	1,2,3 & 4
Daily Owls Nurture support for 2 hours p/day led by 2 adults (38 weeks)		1,2,3 & 4

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

Budgeted cost: £10,000 & £3,240 (*School-led tutoring funding*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Government subsidised High Quality NTP 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;">EEF Small group tuition</p>	<p>1,2 & 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;">EEF Phonics</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;">EEF Collaborative learning approaches & Reading comprehension strategies</p>	<p>1, 2, 3 & 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: £10,000

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.' EEF Arts Participation & Physical activity	5
Funding for eligible pupils for settling hour before school and social support after school.	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.' EEF Social and emotional learning	3
Early access to therapeutic support and counselling in school including Music Therapy		
Funding for all eligible children to access milk daily.	Government legislation	4

Total budgeted cost: £41,980

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

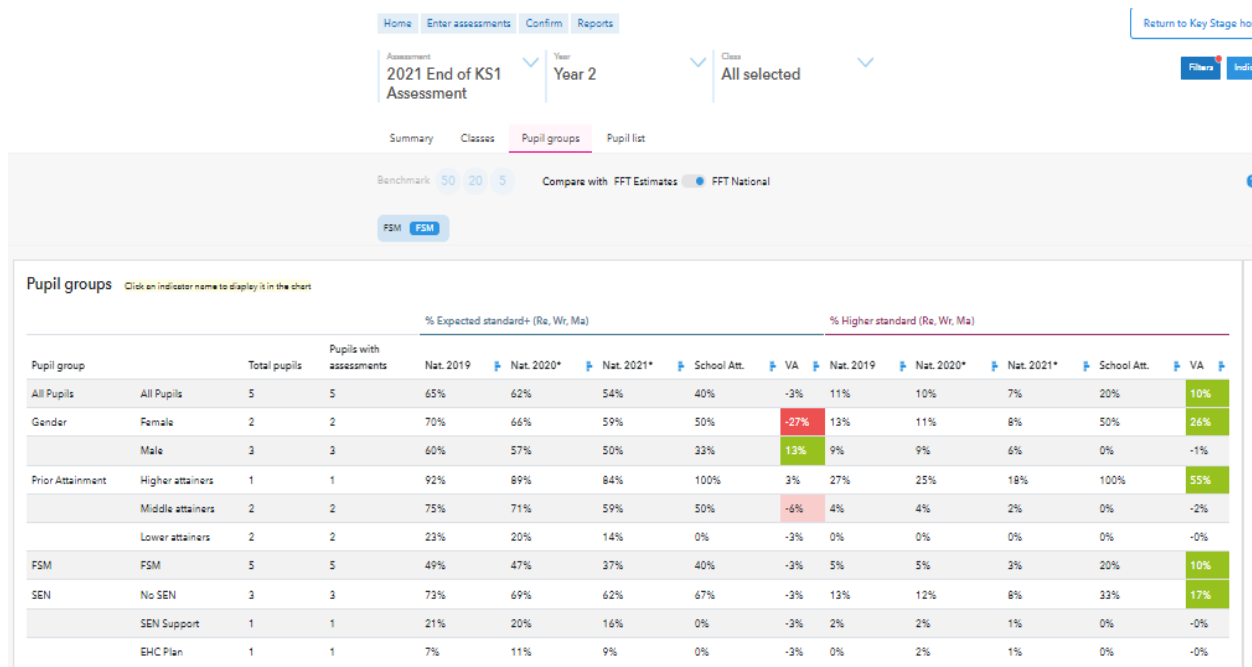
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As a result of redeployed staff to support children with escalated needs and additional staff training, 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).

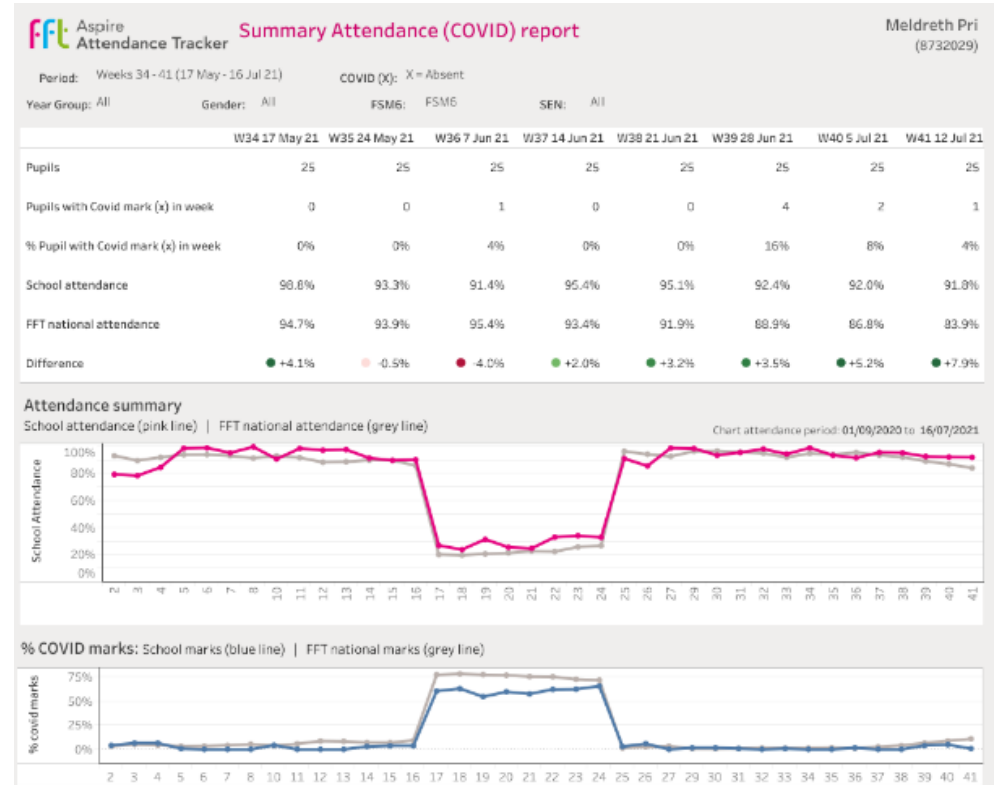
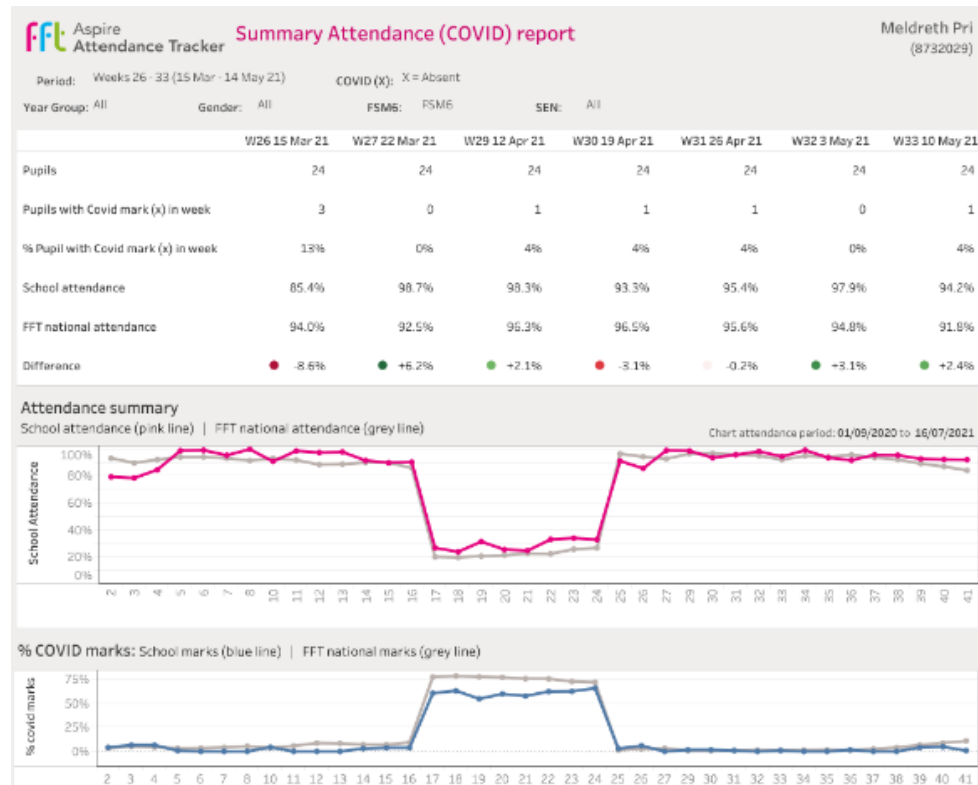
Overall KS1 attainment was lower than FFT National for 2021 for % Expected standard (40% compared to a FFT national score of 54% at expected standard) and higher than FFT National for 2021 for % Higher standard (20% compared to a FFT national score of 7% at higher standard).

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 boys (13%) than girls (-27%).



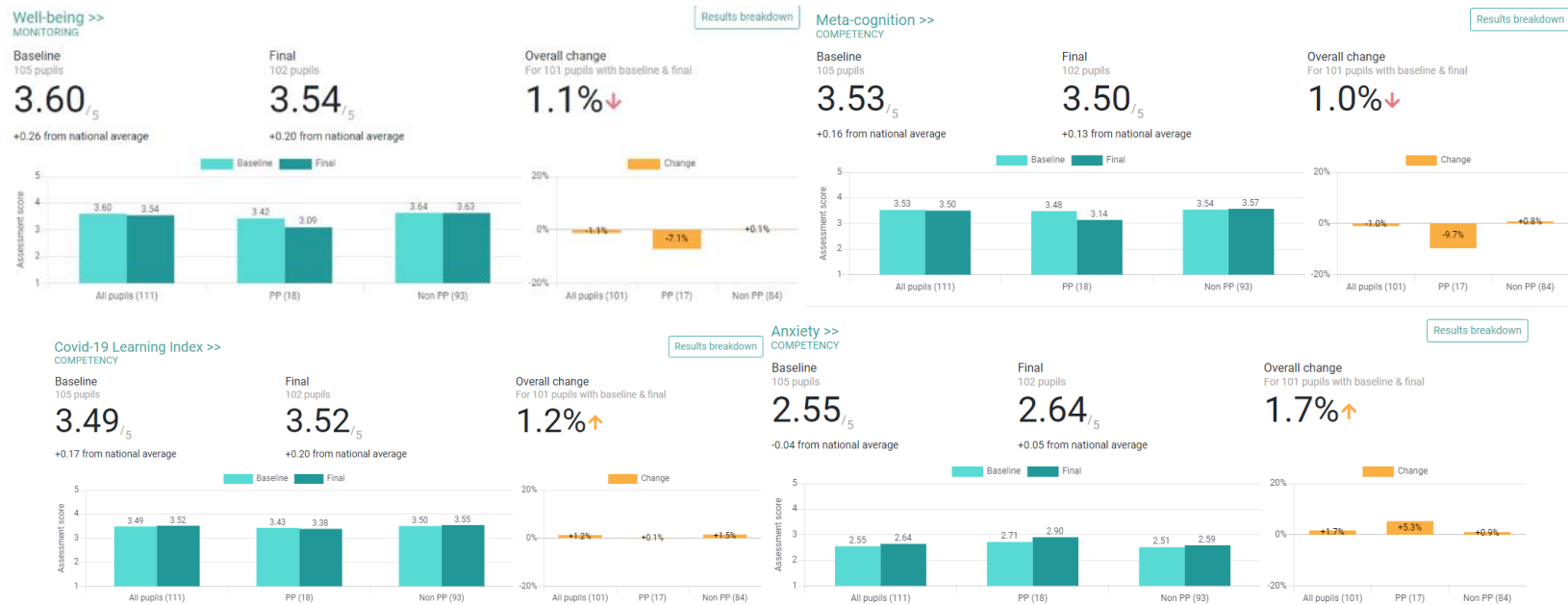
PPG eligible pupil attendance was higher than FFT national data in 10 out of the 15 weeks on return to school. PPG eligible pupils were less likely to engage with distance learning when school closed from January - April. All eligible pupils had access to funded sports club participation before and after school. 0% of eligible pupils attended residential school trips due to Government school closure.



Our behaviour log analysis shows a decrease in incidents of poor behaviour from pupils accessing counselling (currently 100% pupils are eligible for PP funding).

Following our engagement with assertive mentoring conferencing, children eligible for Pupil Premium reported lower levels of persistence with learning. Overall, their scores are 5% lower than other pupils. 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.



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
National Tutoring Partnership	SP Tutors
Covid-19 - research and support	ImpactEd

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?	Teachers had an awareness of Service pupils in their class and monitored the well-being of those pupils. Social and emotional skills with a focus on communication and positive behaviour; resilience; friendships; was promoted with opportunities to discuss any concerns including deployment. The profile of Services and Forces was promoted within school.
What was the impact of that spending on service pupil premium eligible pupils?	Emotional concern did not impact on pupil attainment and progress. Support was provided for individuals whose parent(s) were deployed. All pupils were made aware of the challenges that Service pupils may experience.

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).

This research is consistent with surveys of our staff on access to education during the pandemic, which indicates disparities in access to technology and levels of parental support, particularly for younger children with older siblings – one potential explanation for why gaps might open up between groups of pupils.

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

- The gap in average attainment between those eligible for Pupil Premium and their peers continued to grow across the majority of year groups and subjects. [RS Assessment](#)
- Pupils from disadvantaged backgrounds are around seven months behind their peers in both subjects. [NFER Second Interim Report \(EEF funded\)](#)
- Primary-aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021. [DfE interim findings from Spring term](#)

- Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools. [DfE complete findings from Autumn term](#)
- Schools with a high percentage of children eligible for Free School Meals (FSM) experienced decreases in scores approximately twice as severe as schools with a low percentage of FSM eligible children. [RS Assessment](#)
- The disadvantage gap is large in both reading and maths (7 months) and seems to have widened from previous estimates. [NFER Interim Report \(EEF funded\)](#)
- The first study finds that disadvantage gaps for primary maths have widened since Autumn 2019. Between Autumn 2019 and Autumn 2020, the gap in maths widened by between 10% and 24%. This gap remained consistent during Autumn term, with no signs of closing. There was no evidence of gap widening in English. [Covid-19 disruptions Attainment gaps and primary school responses, FFT and Teacher Tapp](#)
- The Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019. [RS Assessment](#)
- On average, school attainment has fallen across all subjects. Maths (PTM) and science (PTS) scores declined most between 2019 and 2020. [GL Assessment](#)
- There was a more pronounced drop in the proportion of disadvantaged pupils working to expected levels for their age than for their non-disadvantaged peers, with Year 1 2019/20 worst affected. [Juniper Education](#)