

Pupil Premium Grant at Moulsham Infant School

Background

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gap between them and their peers. It is allocated to schools for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

Principles

- We have high aspirations for all of our children
- We continually review the support given to our Pupil Premium (PP) children to ensure that we deliver the best possible provision to overcome any barriers to learning which may hinder children's progress.
- The strategic use of the PPG will support us in raising attainment of all PP children
- Through assessing their emotional and well-being needs as well as their ability to learn and academic needs we aim to ensure that our pupil premium children achieve their potential and are prepared for lifelong learning.
- We offer opportunities regardless of starting points so that the children achieve their very best.

Provision

- Our provision includes a variety of approaches from the Teaching and Learning Toolkit produced by The Educational Endowment Foundation and the Sutton Trust.
- We work closely with parents to identify how the PPG will be used in school to improve children's outcomes.

Monitoring of provision

- We track the performance of all Pupil Premium (PP) children and strive to accelerate progress through appropriate intervention programmes.
- Children's progress is regularly reviewed by class teachers and the senior leadership team.
- Gaps in learning and areas of difficulty are identified. Provision and support are adjusted accordingly.
- The impact of all interventions is measured.
- It is the Headteacher's responsibility to report to the Governing body on the provision and progress made towards diminishing the difference for all disadvantaged pupils.

Not all pupils eligible for pupil premium will receive all of the interventions, as support is allocated according to individuals' needs.

Proposed Pupil Premium Grant expenditure 2016-17

Overview of the school

Percentage of children eligible for PPG	13.24% (42 children)
Amount of PPG received per child	£1320.00
Total amount of PPG received	£29,040.00 (provisional sum, assuming the allocation for pupil premium remains the same).

Barrier to learning	Action	Rationale	Cost	Success criteria
Some families have found it difficult to engage with and support children's learning due to their own circumstances	-To employ a family support worker to engage with parents in a more informal way and to signpost relevant services. -FSW (as well as the headteacher) to speak to parents re attendance	-Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation -Last year the attendance of PP children was slightly below that of non PP children	£4305	-Families will engage with school through events such as parents' evenings, communicate with school, and will support at home through activities such as reading -Attendance rate will improve for PP children
Some families find it difficult to share their personal circumstances and may not realise that there is additional money available to support their children's learning	To provide personal meetings with parents to discuss the use of PPG for their child	-Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation	£460 per term	School will be able to provide support tailored to individuals' needs
Some children arrive late and/or without having breakfast	-To provide access to Breakfast club	-Hungry children are not ready for learning -Arriving late disrupts learning for all and some children miss their planned interventions	£1600	-All staff say that the children arrive at school ready to learn -Children will access the full range of support available to learn
Socio-economic background	-To provide access to: after school clubs, educational trips/visits (in response to bespoke needs of individual children).	-Enrichment opportunities excite and stimulate children's imagination -Ability to join in such activities develops children's self-esteem	£285	Children from disadvantaged backgrounds will be able to access extra curricular activities

Barrier to learning	Action	Rationale	Cost	Success criteria
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Poor communication, language and literacy skills on entry to school	<ul style="list-style-type: none"> -Highly skilled teacher to run small group tuition sessions to support reading and writing in KS1. -Two highly skilled LSAs to provide targeted support and feedback in EYFS. 	-Sutton Trust research shows that group intervention with highly qualified staff ensures effective progress and that high quality feedback is one of the most effective ways to improve attainment	£12781 +£3617	<ul style="list-style-type: none"> -PP children to achieve their challenging targets -Progress across the curriculum is improving towards that of other pupils
Poor communication, language and literacy skills on entry to school	<ul style="list-style-type: none"> -Moulsham High School students to support children weekly with reading -SCITT students to act as 'reading buddies' 	-Sutton trust research demonstrates that oral language intervention is an effective strategy in securing progress	£110	Children have a wider vocabulary and improved reading skills
Poor communication, language and literacy skills on entry to school	-Staff/LSA training on marking and feedback	-EEF toolkit suggests that high quality, incisive feedback is a highly effective way to increase progress	£210	<ul style="list-style-type: none"> -PP children to achieve their challenging targets -Progress across the curriculum is improving towards that of other pupils
Social, emotional and behavioural needs	Weekly social/communication skills group sessions with trained counsellor	<ul style="list-style-type: none"> -Children have to be in the right emotional state in order to learn -Sutton Trust research demonstrates that collaborative and co-operative learning is an effective way to accelerate progress 	£390 per term	Children will be able to make successful interactions with others, share and take turns with increased independence and therefore be better able to engage in classroom activities

Barrier to learning	Action	Rationale	Cost	Success criteria
Social and emotional needs	1:1 play therapy/counselling sessions	Individual counselling/play therapy enables children to overcome their personal barriers and therefore engage in their learning	£960 per term	<ul style="list-style-type: none"> -Improved children's health and well-being -Improved self-motivation/attitudes to learning -Children feel happy, safe and secure

The next full review of the Pupil Premium Strategy will be undertaken in July 2017.

Overview of Pupil Premium Attainment - 2016-2017

Overview of Pupil Premium Attainment - end of KS1 2017

Internal progress measures demonstrate good progress for our pupil premium cohort considering different starting points. Teacher assessments, pupils' work, progress in lessons and case studies demonstrate the impact that the PPG has had on progress.

Pupil premium 2017: Attainment - end of KS1

	School expected or above %	National expected or above %	Difference	School Greater Depth%	National Greater Depth%	Difference
Reading	53	61	- 8	7	25	- 18
Writing	40	52	- 12	7	16	- 9
Maths	40	60	- 20	7	21	- 14

Attaining expected standard or above %-Y2 cohort 2017			
	Pupil premium (15 pupils)	Pupil premium not SEND (8/15 pupils)	All pupils
Reading	53	100	74
Writing	40	75	66
Maths	40	75	74

7 out of the 15 children in the Y2 PP cohort in 2016-17 were on the SEND register (with one statemented child and one child with EHCP). This had an impact on the percentage of children attaining the expected standard or above. **100% of pupil premium children not on the SEND register attained the expected standard or better in reading.**

2017 Gap analysis: At expected standard or above- end of KS1

	PP expected or above%	Other pupils expected or above%	School gap	National gap	Gap difference to National
Reading	53	79	-26	-17	-9
Writing	40	71	-31	-19	-12
Maths	40	81	-41	-18	-23

Although there is a gap, our internal measures and progress systems clearly show better than expected progress from low starting points across all three subjects for our Pupil Premium cohort (15 children).

2017 Gap analysis: Working at Greater Depth- end of KS1

	PP greater depth %	Other pupils greater depth %	School gap
Reading	7	37	- 30
Writing	7	25	- 18
Maths	7	39	- 32

The school had predicted that there would be a significant gap however **the children in this group achieved their challenging targets across all three subjects.**

Phonics screening check at end of key stage

The percentage of children who achieved phonics skills screening check by end of key stage						
	2015		2016		2017	
	School	National	School	National	School	National
All pupils	97	90	93	91	91	92
Boys	96	88	90	89	91	90
Girls	98	92	97	93	91	94
PP	78	84	100	86	80	82
Non PP	99	92	93	93	93	92

The majority of the Y2 PP cohort in 2016-17 were on the SEND register so this had an impact on the phonics pass percentage in 2017, however there was a significant increase in the number of words read accurately despite not meeting the threshold. The very large majority of children not on SEND achieved the check.

Overview of Pupil Premium Attainment - end of Year 1 2017

Phonics screening check at end of Year1

Year 1								
	2014		2015		2016		2017	
	School	National	School	National	School	National	School	National
All pupils	90	74	87	77	78	81	95	81
Boys	92	70	80	73	79	77	89	78
Girls	88	78	95	81	77	84	100	85
PP	75	63	100	66	50	70	90	75
Other	91	78	86	80	82	83	95	87

The very large majority of pupil premium children achieved the phonics skills check. 90% was significantly higher than the National percentage.

Pupil premium children made better than expected progress in reading, writing and maths in Year 1 across all three subjects in both 2016 and 2017.

100% of Year 1 Pupil premium cohort achieved their targets in reading and maths and 89% in writing.

Overview of Pupil Premium Attainment - end of EYFS 2017

The majority of the YR PP cohort achieved a good level of development and made better than expected progress.

Actual pupil premium funding received £29040.00

Evaluation of spending

Action	Cost	Impact
Funding of Family Support worker Access to breakfast club	£5905	For the pupil premium cohort Y2 2016-17 the percentage attendance rate for this group increased from 94.2 at the end of reception to 95.3 at end of Year 2. The attendance rate also improved for the pupil premium Y1 cohort in 2016-17.
Personal meeting meetings with parents	£1380	Involvement of parents meant that the school was able to provide support tailored individual needs.
Access to after school clubs, educational trips and visits	£285	All children had the opportunity to participate in enrichment activities.
Small group/ individual tuition sessions:	£16398	Progress of Y2 PPcohort was strong and the large majority achieved their challenging targets. Y1 PP cohort made better than expected average progress and the large majority achieved their challenging targets. The majority of the YR PP cohort achieved a good level of development and made better than expected progress.
SCITT students and Moulsham High School students to support with reading Staff/LSA training on feedback	£110	89% of Y1 PP cohort achieved the phonics skills reading check. Children gained in confidence and read with greater fluency.

Action	Cost	Impact
Staff/LSA training on feedback	£210	Incisive feedback has increased progress. The very large majority of PP children achieved their challenging targets in reading, writing and maths.
1:1 play therapy/counselling sessions	£2780	Improved motivation and more positive attitude to school and learning.