

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 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.

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 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, though this can be difficult where a child has been in receipt of several different interventions.
- 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.

Proposed Pupil Premium Grant expenditure 2018-19

Overview of the school

Percentage (number) of children eligible for PPG	13.2% (41)
Amount of PPG received per child	£1320.00
Total amount of PPG	£53,570

Barrier to learning	Action	Rationale	Cost	Success criteria
Behavioural, social and emotional needs	-To set up a nurture group -Two highly skilled LSAs to provide targeted support	-OFSTED support the use of effective nurture groups for children with challenging behaviour	£23,053 £820 for resources/food for breakfast	The provision of a small structured teaching group for pupils showing signs of behavioural, social or emotional difficulties, provides a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. Standards can be maintained in all classes due to fewer disruptions
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 -The attendance of PP children was slightly below that of non PP children in 2017-18	£2597	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 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

Barrier to learning	Action	Rationale	Cost	Success criteria
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	£450	Children from disadvantaged backgrounds will be able to access extracurricular activities
Socio-economic background	-To provide school uniform (in response to bespoke needs of individual children)	-Children will look the same as their peers to ensure that they have a sense of belonging.	£50	Children from disadvantaged backgrounds will have appropriate school uniform and equipment
Poor communication, language and literacy skills on entry to school	-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. -One LSA to provide targeted support and feedback in Year One	-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	£23172	-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	-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

Barrier to learning	Action	Rationale	Cost	Success criteria
Social, emotional and behavioural needs	-Weekly social/communication skills group sessions with trained counsellor	-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	£600 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
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	£1200 per term	Improved children's health and well-being Improved self-motivation/attitudes to learning Children feel happy, safe and secure
Social needs	-Access to breakfast club	-Children are punctual and have food to sustain them	£250	Children have a healthy start to the day and are ready to learn

The next full review of the Pupil Premium Strategy will be undertaken in July 2020.

Overview of Pupil Premium Attainment - 2018-2019

Overview of Pupil Premium Attainment -end of KS1

Progress measures demonstrate strong progress for our 2019 pupil premium cohort (25 pupils) considering different starting points. Pupils' work, teacher assessments, progress in lessons and case studies demonstrate the impact that the Pupil Premium Grant has had on progress.

	2017	2018	2019
No. of Pupil Premium Pupils -end of Y2	15	10	25
No. of non-Pupil Premium Pupils - end of Y2	75	109	94

Percentage of Pupil Premium achieving at least the expected standard and the percentage achieving greater depth

	At least expected %						Greater depth %					
	2017		2018		2019		2017		2018		2019	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	53	61	70	62	64	62	7		10	14	12	
Writing	40	52	70	55	56	55	7		0	8	4	
Maths	40	60	70	63	52	62	7		20	12	12	

The percentage of PP pupils attaining at least the expected standard is in line with National figures in reading and writing. Although below 2018, results are above 2017 figures. The percentage attaining greater depth shows a slight increase on 2018 in reading and writing and results are broadly in line with 2018 National percentage.

Gap analysis: attainment gaps at the expected standard or above

	PP expected or above%	Not PP pupils expected or above%	School attainment gap (percentage points)	National attainment gap (percentage points)	Gap difference to National (percentage points)
Reading	64	78	14	17	+3
Writing	56	74	18	18	=
Maths	52	82	30	17	-13

Although there is an attainment gap between PP and not PP children the gap is wider nationally in reading and the same nationally in writing. The school gap is wider than national in maths.

Gap analysis: attainment gap at greater depth

	PP greater depth %	Not PP pupils greater depth %	School attainment gap (percentage points)
Reading	12	40	28
Writing	4	23	19
Maths	12	36	24

The school had predicted that there would be a gap between PP and non PP pupils attaining greater depth however this gap has remained stable in literacy between 2017 and 2019. Our progress measures show that the Pupil premium cohort in Year 2 made excellent progress in reading, writing and maths with most progress made in reading.

	2017			2018			2019		
	School	Essex	National	School	Essex	National	School	Essex	National
All pupils	60	63	62	43	60	61	59	56	56

The percentage of children achieving the phonics skills check in Year 2 has shown a 16% points rise since 2018. Essex and National figures both show a decrease since 2018.

88% of PP pupils achieved the phonics skills check by the end of Y2.

Overview of Pupil Premium Attainment - end of Year 1 2019

Phonics screening check at end of Year1

The percentage of children who achieved phonics skills screening check at end of Year 1

	2017		2018		2019	
	School	National	School	National	School	National
All pupils	95	81	86	83	87	82
PP pupils	90	75	81	70	75	71
Not PP pupils	95	87	87	84	89	84

The very large majority of pupil premium children have achieved the phonics skills check over the last three years. The attainment gap is in line with National.

The progress of the pupil premium is strong and in line with the progress made by non- pupil premium pupils. The large majority are at age related expectation in reading, writing and maths (combined).

Overview of Pupil Premium Attainment - end of EYFS 2019

EYFS PP cohort is small (7/89 pupils). Our progress measures demonstrate that the PP cohort in EYFS made excellent progress. Progress was in line with non-pupil premium pupils.

Actual pupil premium funding received 2018-19 - £53570.00

Evaluation of spending

Action	Cost	Impact
Set up of nurture group	£23873	The Boxall Profile assessment showed good progress made by PP pupils in relation to their social and emotional development. All children made successful transitions back into their mainstream classes either in the summer term or by the new academic year. The nurture provision enabled children to be ready to learn and as such, they made good academic progress too.
Obstacle course starter park and resources	£197.85	Development of gross motor skills
Funding of family support worker	£2597	The percentage attendance rate for the PP cohort has remained stable.
1:1 play therapy/counselling sessions	£3600	Children who attended more able to make successful interactions and engage in classroom activities, as a result, 95%

		of children at the end of Year 2 achieved their targets in reading, writing and maths.
Weekly social/communication skills group sessions with trained counsellor	£1800	Children more able to make successful interactions and engage in classroom activities, as a result, 95% of children at the end of Year 2 achieved their targets in reading, writing and maths.
Access to after school clubs, educational trips and visits	£318.45	PP children had the opportunity to participate in enrichment activities.
Access to breakfast club	£128.25	Staff say that the children have a positive, settled and prompt start to the day and are therefore able to access the full range of support available to learn.
Transport	£244.70	Access provision
Provision of school uniform	£50	Children have a sense of belonging.
Small group/individual tuition sessions	£18,735	<p>The PP cohort in EYFS made excellent progress. Progress was better in literacy than for non PP pupils therefore narrowing the attainment gap.</p> <p>The progress of pupil premium cohort in Y1 is in line with the progress made by non-pupil premium pupils in reading, writing and maths.</p> <p>The large majority of Y1 PP pupils are at age related expectation in reading, writing and maths.</p> <p>At the end of key stage the gap between the attainment of PP and non-PP has been considerably reduced in reading and writing.</p>

Meetings with parents	£460 per term	Parents/carers have the opportunity to communicate so tailored individual support can be provided.
SCITT/Moulsham High school students-support with reading	£110.00	The large majority of PP children achieved the phonics skills check at the end of year 1 and the expected standard in reading. The large majority of PP children were at age related expectation in reading at end of KS1.