

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 also used to support pupils with parents in the armed forces (this part of it is also known as the service premium). It is allocated to schools for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years and pupils who have been continuously in care for more than six months.

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.
- We use a wide range of strategies to support 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

- Children's progress is regularly reviewed by class teachers and the senior leadership team.
- We track the performance of all PP children and strive to accelerate progress through appropriate intervention programmes.
- 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 2020-21

Overview of the school

Percentage (number) of children eligible for PPG	10%
Amount of PPG received per child	£1320.00
Total amount of PPG received	£35,640 based on 27 PP in October 2020

Barrier to learning	Action	Rationale	Cost	Success criteria
Social, emotional and mental health needs	Play therapy/counselling sessions	-Individual counselling/play therapy enables children to overcome their personal barriers and therefore engage in their learning -Group sessions based around a theme will support children’s social skills and allow them to have shared experiences with others -Sutton Trust research demonstrates that collaborative and co-operative learning is an effective way to accelerate progress	£1350 per term	-Children feel happy, safe and secure -Improved children’s well-being and mental health -Improved self-motivation and attitudes to learning

Social, emotional and mental health needs	<ul style="list-style-type: none"> -Continued running of a nurture group -Trained HLTA to plan for and run the group daily (under direction of SENCo) with targeted support from highly skilled LSA. 	<ul style="list-style-type: none"> -OFSTED supports the use of effective nurture groups for children with social and emotional needs. -Nurture groups are founded on evidence-based practices and offer focused, short-term intervention that works in the long term. - The provision of a small structured teaching group for pupils showing signs of difficulty provides a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. 	£13298 £600 for resources/food for breakfast	<ul style="list-style-type: none"> -Individual children will be more settled and behaviour will improve -Children will learn new strategies in a small group setting which they will be able to transfer to a whole class setting -Classes will benefit from children with high needs having tailored support in a different environment
Some families have found it difficult to engage with and support children's learning due to their own circumstances	<ul style="list-style-type: none"> -Employment of 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 liaise with parents RE attendance 	<ul style="list-style-type: none"> -Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation -The attendance of PP children was below that of non-PP children in 2019-20. 	£2228	<ul style="list-style-type: none"> Attendance rate will improve for PP children Families will engage with school through events such as parents' evenings, communicate with school, and will support at home through activities such as reading
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	<ul style="list-style-type: none"> -To provide personal meetings with parents to discuss the use of PPG for their child 	<ul style="list-style-type: none"> -Sutton Trust research shows that involving parents in their children's education improves attainment and educational participation 	No extra cost - PP coordinator time	<ul style="list-style-type: none"> School will be able to provide support tailored to individuals' needs

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. -High skilled teachers 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	£14705	<ul style="list-style-type: none"> -PP children to achieve their challenging targets -Progress across the curriculum is improving towards that of other pupils
Socio-economic background	-To provide access to: after school clubs, educational trips/visits (in response to bespoke needs of individual children)	<ul style="list-style-type: none"> -Enrichment opportunities excite and stimulate children's imagination -Ability to join in such activities develops children's self-esteem 	£510	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.	£74.50	Children from disadvantaged backgrounds will have appropriate school uniform and equipment
Social needs	-Access to breakfast club	-Children are punctual and have food to sustain them	£125	Children have a prompt and positive start to the day and are ready to learn

The next full review of the Pupil Premium Strategy will be undertaken in July 2021.

Overview of Pupil Premium Attainment - 2020-21

School lockdowns due to COVID 19: March 2020-June 2020 (from 2 June EYFS/Y1 had option to return) and Jan 2021 to Mar 2021.

Overview of Pupil Premium Attainment -end of KS1

No comparative National or Local Authority data for 2020 and 2021

Progress measures demonstrate better than expected progress for our 2021 pupil premium cohort (9 pupils) considering different starting points. Pupils' work, teacher assessments and progress in lessons demonstrate the impact that the Pupil Premium Grant has had on progress.

	2019	2020	2021
No. of Pupil Premium Pupils -end of Y2	25	12	9
No. of non-Pupil Premium Pupils - end of Y2	94	95	81

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

	At least expected %						Greater depth %		
	2019		2020		2021		2019	2020	2021
	School	National	School	National	School	National	School	School	School
Reading	64	62	67		33		12	8	0
Writing	56	55	58		33		4	17	0
Maths	52	62	42		22		12	17	0

The percentage of PP pupils attaining at least the expected standard is significantly below previous figures. However, this year it was a very small cohort (9 pupils), meaning that each child equated to a higher percentage. Of the nine children, three were SEND (one with particularly complex high needs) and two were EAL. In addition, this cohort has experienced two sets of school closures/lockdowns and missed a significant amount of schooling.

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) 2019
Reading	33	74	41	17
Writing	33	67	34	18
Maths	22	73	51	17

The school had predicted that there would be a large gap between PP and non PP pupils attaining expected standard or above this year. The PP cohort is very small (one pupil = 11%).

Gap analysis: attainment gap at greater depth

	PP greater depth %	Not PP pupils greater depth %	School attainment gap (percentage points)
Reading	0	22	22
Writing	0	14	14
Maths	0	15	15

The school had also predicted that there would be a gap between PP and non PP pupils attaining greater depth.

Our progress measures show that the PP cohort made strong progress in reading, writing and maths in Year 2 with most progress made in reading.

	2017			2018			2019			2021
	School	Essex	National	School	Essex	National	School	Essex	National	
All pupils	60	63	62	43	60	61	59	56	56	56

The percentage of children achieving the phonics skills check by the end of Year 2 is in line with National results for 2019. The school's figure of 56% is 13% above what was achieved in 2018.

67% of PP pupils achieved the phonics skills check by the end of Y2.

Overview of Pupil Premium Attainment - end of Year 2 2021

Phonics screening check at end of Year 2 (completed in Y2 due to Covid)

The percentage of children who achieved phonics skills screening check at end of Year 2

	2018		2019		2020	2021
	School	National	School	National	School	School
All pupils	86	83	87	82	89	94
PP pupils	81	70	75	71	80	67

Not PP pupils	87	84	89	84	90	98
---------------	----	----	----	----	----	----

The large majority of PP children achieved the phonics skills in 2021. The attainment gap has increased however this cohort is very small. The PP cohort made better than expected progress in reading, writing and maths in Year 2 with most progress made in reading.

Overview of Pupil Premium Attainment - end of EYFS 2021

EYFS PP cohort is small (10/90 pupils). Our progress measures demonstrate that the PP cohort in EYFS made very good progress. Progress was in line with non-pupil premium pupils.

Actual pupil premium funding received 2020-21:

Actual pupil premium funding spent 2020-21:

Evaluation of spending

Action	Cost	Impact
Play therapy/counselling sessions	£600 <i>This amount was significantly less than predicted due to Covid and therapist not coming into school</i>	Children who attended were supported with specific social and emotional needs. This had a positive impact on their learning behaviours and readiness to access learning in the classroom. This also supported families unable to pay for this service privately.

<p>-Continued running of a nurture group -Trained HLTA to plan for and run the group daily (under direction of SENCo) with targeted support from highly skilled LSA.</p>	<p>No salary payments as this did not run due to Covid We ran nurture in a bespoke way for one specific child - £550 for breakfast items and resources</p>	<p>Specific child with complex needs was able to access education (had previously been out of education and was at risk of permanent exclusion). Child made progress with social and emotional targets and against his specific One Plan targets. Child's time in school was gradually increased as his emotional needs were met and he became more able to access a school environment.</p>
<p>-Employment of 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 liaise with parents RE attendance</p>	<p>£3705</p>	<p>Average attendance of PP pupils was 90%.</p>
<p>-To provide personal meetings with parents to discuss the use of PPG for their child</p>	<p>None</p>	<p>Offer was taken up by a very small number of parents, so impact was difficult to measure. However, the meeting attended by a PP parent enabled them to understand how their child's funding was used and to implement this in a more bespoke way. This enabled the child to access what they needed to and feel a sense of belonging to the school.</p>
<p>-Highly skilled teacher to run small group tuition sessions to support reading and writing in KS1. -High skilled teachers to provide targeted support and feedback in EYFS.</p>	<p>£15,288</p>	<p>Due to Covid, face-to-face tuition sessions were unable to run as we remained in class bubbles. Class teachers ran their own support as an alternative to this when children were in school. During school closure, we had a remote learning package offered to all PP children, bespoke to their social and academic needs. When schools reopened, we continued our intervention offer face-to-face and this was run by a highly skilled teacher.</p>
<p>-To provide access to: after school clubs,</p>	<p>-</p>	<p>Due to Covid, these clubs and visits did not take place.</p>

educational trips/visits (in response to bespoke needs of individual children)		
-To provide school uniform (in response to bespoke needs of individual children)	£7	Families who requested support with uniform were given clothing/book bags to enable children to have the correct uniform and have sense of belonging to the school.
-To provide resources in response to bespoke needs of individual children	£31.40	Children were able to access their learning environments with confidence. Their individual needs were met through purchasing of specific resources.
-To enable specific pupils to access specialised Speech and Language hub	£1270	Two specific children attended Trinity Road Speech and Language Hub - their PP allocation was sent onto this school. The specialised support at the hub enabled the children to access regular Speech Therapy that they would not have access to in our setting. One child returned to us and has made excellent progress with his speech. Another child remains at the provision and Trinity Road are continuing to support. This has a positive impact on the other children at our school as these children do not require adult support within our setting and it makes those class sizes one child smaller.

