

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Moulsham Infant School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	15% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 year plan (this forms part of our 3 year SDP)
Date this statement was published	November 2022
Date on which it will be reviewed	Progress in school reviewed termly in pupil progress meetings and half-termly during team meetings. Termly meeting with PP governor. Full review of this plan July 2023
Statement authorised by	Jane Landa-Arrese (HT)
Pupil premium lead	Lindsey Patterson (SENCo) / Jane Landa-Arrese (HT)
Governor / Trustee lead	Liz McCullough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,555
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,325

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their abilities across all subject areas. This includes those disadvantaged pupils who have the potential to be high attainers.

At the end of their time at Moulsham Infant School, we aspire for all our children fulfil the school's vision:

- To have a sense of belonging and feel safe and secure
- To be curious and creative, asking questions and investigating
- To have lifelong learning behaviours shared through our school values-Independence, Curiosity, Ambition, Resilience and Empathy (I CARE)

High-quality teaching is at the heart of our approach, with a focus in particular on speaking, phonics and maths. As reflected in our school vision, there is a significant focus on meeting the social and emotional needs of disadvantaged pupils, in order to ensure that all of these children are ready for learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to identify children's individual barriers to learning and plan appropriate intervention
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading fluency and phonics of Y2 children with their peers. 60% of Y2 disadvantaged children passed the phonics screening check, compared to 74% of their peers.
2	Social and emotional needs of disadvantaged children, with 52% of all disadvantaged children in the school identified as needing support in this area.
3	50% of disadvantaged children in Year 2 have English as an additional language. 31% of these children have additional emotional barriers to their learning and are newly acquiring English
4	Low levels of speech and language amongst EYFS cohort, with half of EYFS disadvantaged group having specific speech, language and communication barriers. 40% of disadvantaged children in Y1 and Y2 have been identified as having gaps in their speech and language skills

5	Gaps in disadvantaged children's learning in Y1 and Y2 across Reading, Writing and Maths. Accelerated progress needs to be made to close the gap with non-disadvantaged peers.
6	Attendance of disadvantaged children in Y1 and Y2 is below that of peers. Attendance of disadvantaged children in Reception is broadly inline with their peers, with a few children having concerning attendance levels.

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	Success criteria
All identified disadvantaged children to make accelerated progress in phonics and reading fluency to ensure closing of gaps in attainment	All Y1 children will pass the phonics screening check All Y2 children who did not pass phonics screening check will score higher in their end of Y2 check. Ambitions to be met in reading
Disadvantaged pupils to be able to develop strategies for self-regulation and have an increased sense of value and belonging	Improved scores on 6 core strength assessments for individuals Pupil voice demonstrates children who can talk about their emotions, have some regulation strategies and feel safe/secure at school 80% of EYFS cohort to be working at age related expectations for Personal, Social and Emotional Development
All children with English as an additional language to access learning to their full potential	Improved grasp of English as seen in the EAL progression framework
Improved attainment in Reading, Writing and Maths for all disadvantaged Y2 children.	Gaps in children's learning clearly identified by class teachers, additional provision to meet this evidence on provision maps and detailed in Pupil Progress meeting discussions Y2 school ambitions to be met in reading, writing and maths
All children, irrespective of background to have language skills that enable them to communicate their needs, build relationships and reach their full potential	Speech and Language screening tool to show improved communication skills Specific speech and language care plans to detail improvements in identified children's speech production 80% of EYFS cohort to be working at age related expectations for language and communication
To achieve and sustain improved family engagement and attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than 5% The attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed entirely

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: £ 23,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs to support identified disadvantaged pupil who are at the early stages of acquiring English language. This is to support learning in lesson time.</p> <p>Total cost £5803</p>	<p>LSAs are effective at supporting children’s learning when they supplement the high-quality teaching that is delivered in the classroom by the class teacher.</p> <p>Research has shown that learning outcomes are improved for children when the dialogue with LSAs during classwork discussion supports the development of independent learning skills.</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 3, 5</p>
<p>Enhancements of our maths teaching. Introduction and embedding of Maths mastery. Release time for lead teachers and additional concrete resources.</p> <p>Total cost £1160</p>	<p>Having deep and fluent knowledge and flexible understanding of the content you are teaching has a great impact on children’s learning (EEF)</p> <p>The EEF (2020) explained that the use of manipulatives and representations in teaching early mathematics can be effective in helping children to engage with and understand abstract ideas about number</p> <p>EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>5</p>
<p>Fully embedding the Little Wandle Phonics scheme to ensure strong phonics teaching for all children. Lead teacher to be released to support teaching and resources to be purchased. Book purchases to include books that represent our school community.</p> <p>Total cost £8112 Release claire-2112 Books 6000</p>	<p>A wide range of research has proven that delivering a systematic phonics program is an effective way to teach children to read.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p>
<p>Purchase of high-quality English language resources to support disadvantaged children who are at the early stages of acquiring English Language.</p> <p>Total cost £352</p>	<p>A solid research base supports our school belief that communication and language provides the foundations for learning, thinking, and wellbeing.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3</p>

<p>Close identified gaps in language and mathematical understanding through cooking in the early years classes. Total cost £1024</p>	<p>Language in our early years is prioritised as research indicates that a secure grasp of language is crucial for educational success. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net) Modelling and reinforcing the mathematical language children use is an important step to secure their mathematical learning. EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>
<p>Use of the Seesaw app (including purchase of suitable ipads) computing lead to deliver training to use the app to assess and promote language all areas of the curriculum removing identified barriers for disadvantaged children. Total cost £7,425</p>	<p>Emphasising spoken language and verbal interaction can provide the foundations for learning and thinking for all children. Research suggests that the quality of these approaches is more important than the quantity. Some studies show a focus on communication and language has an even larger impact on the learning of children from disadvantaged backgrounds. Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3, 5</p>

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

Budgeted cost: £ 17,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group tutoring sessions for Reading, Writing and Maths in Year 2 Total cost £5434</p>	<p>Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools when used carefully. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,</p>
<p>Purchase Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have identified gaps in their language skills. This programme to be run by 2 x dedicated LSAs (overseen by PP lead) Total cost £5,242</p>	<p>Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important for infant school pupils. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>LSA to run an EAL group to support identified disadvantaged pupils to</p>	<p>The Bell Foundation (2021) states providing EAL learners with wide opportunities to learn and develop language outside of the classroom through sport,</p>	

<p>rapidly develop their language skills. Total cost £1,431</p>	<p>drama and art has a positive impact on their language acquisition. Language and learning loss: The evidence on children who use English as an Additional Language - The Bell Foundation (bell-foundation.org.uk)</p>	
<p>Speech & language therapist to offer in school support half termly, which is then reinforced daily by class LSAs Total cost £2,400</p>	<p>Children from disadvantaged backgrounds are more likely to start school with impoverished speech, language and communication skills. These skills are important for a successful personal and academic life (Royal Collage of Speech and Language Therapists) rcslt-what-is-slt-factsheet.pdf</p>	
<p>LSA/HLTAs to run phonics intervention for Y2 children who did not pass phonics screening check Total cost £2,506</p>	<p>EEF (2021) states that interventions are effective when- the have clear objectives, assessments identify which children would benefit from specific targeted support, progress is tracked and linked explicitly to learning in the classroom. These principles embody our school's phonic intervention/catch up program. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External pastoral and mental health support from play therapist Additional strategies used under the guidance of the school's play therapist (eg. Sports wellbeing, a support programme for refugees) Total cost £4860 plus £1572</p>	<p>Support for children to recognise their emotions and thoughts, and how these influence their behaviour results in them being more self-aware. Good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems, in particular aggression. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>Rising and shine morning club to allow identified children to have a calm start to the day. The focus is promoting well-being. £772</p>	<p>Providing a calm space before children enter the classroom, supports them to cope with any intense emotions they maybe experiencing. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>External company, Pyjama Drama, to support the social and emotional needs of identified disadvantaged children through role play</p>	<p>Using stories and role play to discuss others' emotions and perspective can help children develop social awareness. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2

Total cost £2560		
External company, Mini Me Mindfulness, to support the social and emotional needs of disadvantaged children through mindfulness and mind set training £6000	There is extensive international evidence that teaching SEL through planned programmes can have a positive impact on children's attitudes to learning, relationships in school, academic attainment, and a range of other outcomes. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	2
Whole staff training on Trauma Perceptive Practice (TPP) with the aim of developing the whole school ethos and improving behaviour across the school. This will involve training and release time for staff. In addition, there will be specialised training for an identified lead LSA. Total cost £2249	TPP is a whole-school approach that aims to help children and young people who have experienced childhood trauma. All staff working with children and young people all need to be trauma and development informed, in order that they develop the understanding and skills to be able to effectively support them. 'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' edited by Marc Rowland When messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional skills more rapidly and more effectively. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	2
Supporting financial payments for extracurricular activities and enrichment including school clubs, educational visits and visitor subsidies £1415	It is important to talk to parents so that any support is informed by an understanding of families' lives and what facilitates or impedes their support for their children's learning. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) At our school, we believe the enrichment events, visitors and clubs form a key part of our curriculum offer and therefore is something that needs to be accessible for all.	5
Provide school resources as needed (eg. Uniform, PE kits, book bags, transport, photocopying homework packs etc) £1892	Providing Moulsham Infant School uniform enables all our children to feel fully part of our school community.	5
Weekly Family Support Worker to work alongside disadvantaged families to improve engagement and attendance Total cost £5,155	Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5
Attendance officer to analyse and act upon data showing any attendance fluctuates for different pupils and action taken to support families as it is needed.	Research is clear that children most benefit academically from the high-quality teaching of their class teacher, attendance affects this. EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)	

Total cost £1936		
<p>Forest schools-summer term. This programme is used to support children who find transition to a new phase or class challenging. The forest school sessions focus on problem solving.</p> <p>Total cost £2,025</p>	<p>Children who employ appropriate problem-solving strategies play more constructively, have better relationships with peers and are more cooperative at home and school. Children can be taught to use appropriate problem-solving strategies that improve their decision-making processes.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>Contingency fund for acute issues</p> <p>Total cost £3000</p>	<p>Our experience as a school is that barriers our disadvantaged children face academically and emotionally can change throughout the academic year. This fund allows us to quickly respond to those needs that have not yet been identified.</p>	

Total budgeted cost: £74,325