

Mousehold Infant and Nursery School
Pupil Premium 2012/13 - £49,159

Ofsted

Recommendations



School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.



School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.



Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up.



Local authorities should ensure that there is greater consistency and transparency in the way in which the Pupil Premium is allocated to non-mainstream schools.



Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.



If schools do not target Pupil Premium money effectively, then government should consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.

The School's Literacy and Numeracy leaders should be able to discuss the impact of the Pupil Premium on standards in their subject.

Maths Targeted Resources:	£1,496
Literacy Targeted Resources:	£ 365
Literacy books targeted at vulnerable groups	£2,000

Talk for Writing Training for all staff:£550

Targeted Intervention 1:1 or 1:2 support for 3 children: £18,583

EAL Support: £9,980

Music: Samba for Y2: £1,932
Ukele for Y1: £1,932

Music introduction for YR:	£1,932
Norfolk Steps Training for all staff:	£ 985
1 morning each week intervention support Y2 groups:	£4,540
Targeted intervention support for Y2 for Literacy, numeracy and reading by 3 TAs (YG) (TH) (LS) – (Catch Up, Phonics, numeracy skills)	£1,119
	£1,119
	£1,119

Impact of Pupil Premium 2011/12

Analysis of Raise on Line data for Y2 cohort 2012 shows that groups of SEN children at School Action and with a Statement are above national averages (in line with for Reading at School Action), Writing and Maths.

FSM children achieve higher than the national average in Reading, Writing and Maths.

Boys and Girls as groups achieve higher than the national average in Reading, Writing and Maths.

EAL children (Any other White background, White & Black Caribbean, Any other mixed background, Black African, Chinese and Any other ethnic group) achieve higher than the national average in Reading, Writing and Maths.

(1 Indian child who is also SEN, 1 White and Black African child who is also SEN and 1 White Asian child did not achieve the national average but did achieve L2C and L2B in Reading, Writing and Maths).

Analysis of Y1 cohort 2012 data shows that:

FSM children started Y1 with an APS score for Reading of 5 and ended the year with 9.6, an APS score for Writing of 5 and ended the year with 9.2 and an APS score in Maths of 5 and ended the year with 9.6.

EAL children started Y1 with an APS score for Reading of 4.6 and ended the year with 9.1, an APS score for Writing of 4.6 and ended the year with 7.8 and an APS score in Maths of 5 and ended the year with 9.9.

SEN children started Y1 with an APS score for Reading of 3.9 and ended the year with 7.4, an APS score for Writing of 3.9 and ended the year with 6.9 and an APS score in Maths of 4.1 and ended the year with 7.8.

Analysis of YR cohort 2012 data shows that:

79% of the FSM children achieved 78+ overall
67% of the FSM children achieved 6+ CLL/PSE

64% of the SEN children achieved 78+ overall
45% of the SEN children achieved 6+ CLL/PSE

89% of the EAL children achieved 78+ overall
78% of the EAL children achieved 6+ CLL/PSE