

## **Pupil Premium Statement and [impact](#) – Mousehold Infant and Nursery School 2016/2017**

The pupil premium funding is given to schools to support eligible groups of children. Mousehold Infant and Nursery School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

Our aim is to ensure that the achievement of those pupils eligible for Pupil Premium funding is at least in line with their peers. We are committed to spending this money to ensure that these pupils are safe, healthy, confident individuals; and active, successful learners with high aspirations for their future.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

### **This is how we are planning on spending our Pupil Premium Allocation 2016/17**

EAL Support from a qualified teacher: 1 day a week £8126

**Impact will be measured by:** Disadvantaged children joining us part way through an academic year with EAL will feel supported and settled and be confident members of the class and school. Children with EAL who are with us from the start of their school journey will achieve in line with their peers. Pupil Progress data, in particular phonics data will show this.

[Year 1 – 100 %\(1/1\) are working at age related expectations or above](#)

[Maths – Greater depth, Writing - Greater depth and Reading - Greater depth](#)

[Year 2 – 100 %\(1/1\) are working at age related expectations or above](#)

[Maths – Expected, Writing - Expected and Reading - Greater depth](#)

Additional support in Y1 and Y2: Targeted intervention support for all disadvantaged children in Y1 and Y2 in core subjects and The Arts. Teaching Assistants: £23,255

**Impact will be measured by:** Children regardless of their ability will all receive support and challenge and their progress will be tracked and monitored through weekly monitoring and pupil progress meetings.

Progress from the children's starting points is evident in all books

### Reading

Year 1 – 53% (9/17) are working at age related expectations compared with 89% (62/70) non-disadvantaged.

Of the 47% (8/17) disadvantaged children not working at age related expectations 75% (6/8) are SEN and other vulnerabilities.

Year 2 – 56% (14/25) of disadvantaged pupils are working at age related expectations compared with 74% (43/58) Non-disadvantage

Of the 44% (11/25) disadvantaged children not working at age related expectations 27% (3/11) are SEN and other vulnerabilities.

### Writing

Year 1 – 47% (8/17) are working at age related expectations.

Of the (9/17) disadvantaged children not working at age related expectations 77% (7/9) are SEN and other vulnerabilities.

Year 2 – 52% (13/25) of disadvantaged pupils are working at age related expectations.

Of the 48% (12/25) disadvantaged children not working at age related expectations 33% (4/12) are SEN and other vulnerabilities.

### Maths

Year 1 – 65% (11/17) are working at age related expectations.

Of the 35% (6/17) disadvantaged children not working at age related expectations 83% (5/6) are SEN and other vulnerabilities.

Of the remaining 6% (1/17) 1 was new to the school in February

Year 2 – 52% (13/25) of disadvantaged pupils are working at age related expectations.

Of the 48% (12/25) disadvantaged children not working at age related expectations 33% (4/12) are SEN and other vulnerabilities.

Additional support in YR: Teaching Assistants: £13,082

**Impact will be measured by:** The level of children's personal, social and emotional development and other prime areas will be a positive sign of extra adult intervention. See Good Level of Development at end of year.

56% of disadvantaged children achieved GLD in Year R. 89% achieved the Personal, Social and Emotional development Early Learning Goal (16/18)

MSA support for a child ( £1069)

TA support for pupil premium for Disadvantaged child with SEN in KS1: £10 548

**Impact will be measured by:** Child will be able to cope with lunchtimes with the rest of his class mates and support in class will ensure measurable progress is evident.

Throughout the year Pupil Premium funding has contributed to the cost of an additional TA to be present in a KS1 classroom. This particular class has got a number of pupil premium children who also display a high level of need. This includes Special Educational Needs, Child Protection issues and behaviour concerns. Having an additional adult has had a huge impact on the class as it has provided consistent support with tasks in the classroom and also allowed for additional intervention to take place. It has allowed for the flexibility to run interventions, which have focused on academic skills as well as social developments and speech and language. Pupil Premium funding has also been used to employ an additional adult to support a child with a high level of need on a 1:1 basis at lunchtime. This has been essential to support the child to have smooth transitions during what could have been a potentially stressful time of the day. We have been able to offer the flexibility of having lunch separately in a quiet and calm environment and also supported the progression and integration back into the mainstream lunch environment on a gradual basis. Having a calm and supported lunchtime for this child was also vital to ensure that they could access the afternoon curriculum fully.

Nurture Group lunch time x 2 TAs: £557

**Impact will be measured by:** Boxall Profile data will show the improved confidence and social skills.

Boxall Profile data shows that all children showed an improvement in confidence and social skills. When talking to teachers it is very clear that these children benefited socially and emotionally from this group work.

After school club supervision: £1100 currently.

**Impact will be measured by:** The number of PP children accessing clubs and committing to a term's club.

Year 2- 88% (21/24) of disadvantaged children attended a club.  
Year 1- 85% (17/20) of disadvantaged children attended a club.  
Reception – 77% (13/17) of disadvantaged children attended a club.

Enrichment in the Curriculum: Enriching the Curriculum for disadvantaged children: Samba for Y2 ( £2600 ) Ukelele for Y1( £2600 ) Music introduction for YR ( £2600 ) Capoeira for Y1 ( £5130 ) Forest School for YR ( £2908) This is to give experience for disadvantaged children that they might otherwise be unable to access. As these are group activities there will be other children in the groups who are non pupil premium to form a peer group. Children will be confident to take risks and will talk about their Forest Schools activities in school and similar activities carried out at home (the children's parents come along to the Forest Schools lessons with them )

**Impact will be measured by:** Children's responses to these sessions through pupil voice and development of key skills in Music, PE and social and emotional skills.

15 parents have helped at Forest School whose children receive PP funding. We do actively encourage and invite these adults along. All feedback from the parent/guardians was very positive and they commented how exciting and how lucky the children were to be able to go to the woods with a specialist teacher.

Example of impact from a child in Year R: Child A has benefitted enormously from Forest School this year. The opportunity to take and manage risks, such as running in the woods, tree climbing, campfires and rope work have been fundamental to his increasing confidence both emotionally and physically. He has thoroughly relished the sessions and talks about them with excitement whenever we look at photos or discuss outdoor learning. His increased physical fitness was definitely aided by his excitement and involvement in the sessions. He has taken Forest School skills and used them independently in his play out in the garden and at playtimes.

### Music

Year 1 – 71% (12/17) of disadvantaged pupils are working at age related expectations  
Of the (5/17) disadvantaged children not working at age related expectations 80% (4/5) are SEN and other vulnerabilities.

Year 2 – 91% (21/23) of disadvantaged pupils are working at age related expectations  
Of the 9% (2/23) disadvantaged children not working at age related expectations 1 is SEN and other vulnerabilities.

### P.E.

Year 1 – 76% (13/17) of disadvantaged pupils are working at age related expectations

Of the 24% (4/17) disadvantaged children not working at age related expectations 100% (4/4) are SEN and other vulnerabilities.

Year 2 – 96% (22/23) of disadvantaged pupils are working at age related expectations.

The child not working age related expectations has SEN and other vulnerabilities.

Visiting Artist ( £1245 )

**Impact will be measured by:** The quality of Art Work and Speaking and Listening from these sessions. A good % of disadvantaged children reaching expected standard in Art at the end of KS1 will be evident.

### Art

Year 1 – 76% (13/17) of Pupil Premium children are working at age related expectations

Of the 24% (4/17) disadvantaged children not working age related expectations 75% (34) are SEN The other child started the school halfway through Year 1.

Year 2 – 91% (21/23) of disadvantaged pupils are working at age related expectations.

Of the 9% (2/23) disadvantaged children not working at age related expectations 1 has SEN and other vulnerabilities.

Many of the Year 2 disadvantaged children in their leavers' assembly chose to mention the visiting artist, when they learnt to draw superheroes, as their favourite memory.

School trips for PP children: Cost is variable throughout the year.

**Impact will be measured by:** All will have participated in trips.

Extract from an e mail from one parent: Thank you so much for your support in enabling Child B to take part in the trip on Friday. He had a fantastic time with his class mates.

PSA ( £11,929 )

**Impact will be measured by:** The number of PP families the PSA has supported and prevented further involvement from Children's Services and other agencies. This information is variable and available on request.

Our PSA has supported 26 disadvantaged families this year at Mousehold. This has been varied support such as advising with housing issues, financial issues, separation and divorce, bereavement and domestic violence. Our PSA has led or attended FSP ( Family Support Plan ) Section 17 and Looked After Child meetings and reviews for 6 children. Our PSA will now also be working at the feeder junior school for stability for our families. One comment from a parent: I'm really glad to hear that Ellie ( PSA ) will also be joining the team at George White Junior. It is so reassuring to know that I don't need to start from scratch again.

FSM milk: £1815

**Impact will be measured by:** All PP children will have received daily milk and will realise how this contributes to a healthy lifestyle. Children have been in good routines of enjoying their daily milk. Children have talked about asking for more milk at home. This has also linked in well with encouraging independence and our Eco Schools work as the children know to independently cut up the cartons and dispose of them in the correct bins and they know the reasons why.

Lunchtime Sports coach from Norwich City Sports Foundation: £3800

**Impact will be measured by:** All children will have accessed enrichment at lunchtime and this will have contributed to their physical wellbeing. Children will want to keep fit at lunchtimes.

The majority of our disadvantaged children have been actively seeking out these games at lunchtimes. We have also seen a few families enjoy a game of football on our small school field, with their parents, after school most days. This has encouraged a healthier lifestyle.

Reading/PE/Maths Cafes: Cost is variable throughout the year.

**Impact will be measured by:** Families will attend Cafes and complete parent voice bubbles at the cafes for the children's learning journeys.

Parent comments from disadvantaged children, ' We were very pleased with Child A's progress in writing in her books.' ' It was good to be part of Child B's day. I learnt some things myself too.' ' Great session! Good detail in the description of 3D shapes too.' ' Lovely to see the children in the lessons and see how they learn.' ' It was clear to see how many fun ways there are for children to learn!'

Time to Talk Benjamin Foundation ( 5 children – 30 minutes a week each ) : £3325

**Impact will be measured by:** Disadvantaged children who need one to one time to talk are given that opportunity and feelings and emotions shared. The PSA will have worked closely with these families also.

Summary of impact written by a class teacher in KS1: Child A looks forward to seeing Alison for her 'Time to Talk' sessions. When she spots Alison in school she always greets her with excitement and when she arrives for their session, she is eager to go and talk. Child A really values time talking 1:1 and is always full of pride when she returns having made some craft with Alison. She loves talking to me 1:1 about what the craft represents afterwards too. Alison is always very professional and checks in with me before seeing Child A to see how she's been and whether she needs to be aware of any issues. She also feeds back if there has been anything of concern to me or to the DSL when needed. Child A really benefits from spending time with a female role model who she can open up to and be heard.

Play Therapy: £480

**Impact will be measured by:** Increased children's confidence and ability to talk through their feelings in a structured setting. 2 disadvantaged children have received weekly Play Therapy throughout the year. More information is available on request.

Initial: 29.03.17	Review: 12.07.17
<p>1. Develop confidence in himself</p> <p>2. To play freely, exploring his own ideas</p> <p>3. To enjoy quality 1:1 time</p> <p>4. To be happy, excited, and enthusiastic</p>	<p>Confidence is showing some improvement- for example he participated in a samba drumming assembly and had a solo. Teacher and mum commented that he took a great deal of pride in his performance.</p> <p>Instead of choosing to do things based on what his friends have chosen, he has begun more confidently choosing activities based on what he prefers to do. For example, in another performance he chose hula hoops even after most of his friends chose football</p> <p>Teacher reports that he has been following whole class instructions more readily and she has been able to spend less time supporting him to make good choices during classroom time.</p>

Support with uniform and book bags: £140 ( book bags ), £428 (uniform )

**Impact will be measured by:** PP children will all be dressed in uniform and feel they belong.

All disadvantaged children have correct uniform. We have also given out extra uniform to some families who have been in need.

Summary Information					
School	Mousehold Infant and Nursery School				
Academic Year	2016-2017	Total PP budget	£95,040. (Given for financial year 16-17)	Date of most recent PP review	Not applicable
Total number of pupils	311	Number of pupils eligible for PP	56	Date for next PP strategy review	October 2017
In school barriers to attainment for pupils eligible for PP					
Speech and language and limited vocabulary and communication			<p>Many children enter school having poor expressive and receptive language below or well below what is expected for their age. This is a significant barrier to accessing the curriculum.</p> <p>Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have been taught.</p> <p>In EYFS in particular, poor speech and language is a social barrier to learning.</p> <p>In an Infant School this impacts on all areas of the curriculum.</p>		
English as an Additional Language			<p>A proportion of our pupil premium children also have English as an additional language. This means that the children sometimes join us with little or no English. This can impact on their rate of progress while they are learning the basics of the English language.</p>		
Fine and gross motor skills			<p>Poor fine and gross motor skills are a barrier. Many children have not had the experiences for fine motor</p>		

		skills so this is a barrier to their writing and abilities in other areas, such as art, D and T etc.
Attendance/punctuality		Some of our pupil premium children have less than satisfactory attendance, or a number of late arrivals. This impacts on their learning when they are not at school. The families benefit from a parent support advisor to support them in this.
Lack of resources or appropriate support at home		Some of the children do not have the resources at home to support their learning so need to be provided with these. Some families need support in how to help their children with their learning at home and attend learning cafes at school.
Lack of cultural experiences		Many of our children have not had access to a range of cultural experiences so find this area difficult to understand. Some of the children haven't visited or seen places of cultural interest in their locality
<b>External barriers to attainment for pupils eligible for PP</b>		
Housing issues	Eviction or inadequate housing causes anxiety amongst some of our PP children and their families. It can impact their attendance but also their emotional well-being which can then affect their ability to learn.	
Safeguarding Concerns	Some of our PP children have a level of safeguarding concern related to their family situations. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.	

Limited experiences outside of school hours	Some of these children have limited social interactions and opportunities to develop their social and emotional skills. They may not have the resources or the adult support that helps to develop language skills that are often needed by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences.
Parents needing additional support e.g. housing issues	Some parents of PP children are isolated, or highlight their lack of understanding on how to support their child or experience traumatic family difficulties.