

Pupil Premium Statement – Mousehold Infant and Nursery School 2017/2018

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 2017/18

EAL Support from a qualified teacher: 1 day a week £1432

Impact will be measured by: 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. A focus of this work will be developing and improving phonics knowledge in all pupils with EAL. Pupil Progress data will show this.

[Progress from the children's starting points is evident in all books](#)

Reading

[Year 1 – 75% \(3/4\) of PP/EAL pupils are working at age related expectations.](#)

[25% \(1/4\) of PP/EAL children are not working age related expectations.](#)

[Year 2 – 75% \(3/4\) of PP/EAL pupils are working at age related expectations](#)

[25% \(1/4\) of PP/ EAL children are not working age related expectations](#)

Writing

Year 1 – 50% (2/4) of PP/EAL pupils are working at age related expectations.
50% (2/4) of PP/EAL children are not working age related expectations.

Year 2 – 75% (3/4) of PP/EAL pupils are working at age related expectations
25% (1/4) of PP/EAL children are not working age related expectations

Maths

Year 1 – 75% (3/4) of PP/EAL pupils are working at age related expectations.
25% (1/4) of PP/EAL children are not working age related expectations.

Year 2 – 75% (3/4) of PP/EAL pupils are working at age related expectations
25% (1/4) of PP/EAL children are not working age related expectations

Additional support in Reception, Y1 and Y2: Targeted intervention support for YR, Y1 and Y2 in all areas of the curriculum where needed for individual children. Teaching Assistants: Y2: £8340 (5 days) Y1: £5841 (4 days) YR: £5004 (3 days)

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 – Area of concern - performance of disadvantaged pupils – only 41% (11/27) are working at age related expectations compared with 72% (43/60) non-disadvantaged.

Of the (16/27) disadvantaged children not working age related expectations 19% (3/16) are SEN & 6% 1/16 are EAL

Year 2 – 64% (13/22) of disadvantaged pupils are working at age related expectations compared with 77% (53/69) non-disadvantaged.
Of the (9/22) disadvantaged children not working age related expectations 67% (6/9) are SEN.

Writing

Year 1 – Area of concern - performance of disadvantaged pupils – 30% (8/27) are working at age related expectations compared to 63% (38/60) non-disadvantaged.

Of the (19/27) disadvantaged children not working age related expectations 16% (3/19) are SEN, 11% 2/19 are EAL

Year 2 – 55% (12/22) of disadvantaged pupils are working at age related expectations compared with 72% (50/69) non-disadvantaged.

Of the (10/22) disadvantaged children not working age related expectations 60% (6/10) are SEN

Maths

In Year 1 – 41% (11/27) are working at age related expectations, compared with 70% (42/60) non-disadvantaged.

Of the (16/27) disadvantaged children not working age related expectations 19% (3/16) are SEN and 6% 1/16 are EAL

Year 2 – 55% (12/22) of disadvantaged pupils are working at age related expectations compared with 83% (57/69) non-disadvantaged.

Of the (10/22) disadvantaged children not working age related expectations 60% (6/10) are SEN IJ (Class 2)

Nursery support for PP children –Approx: £468 (This is separate PP funding for Nursery)

PP TA in Nursery for 4 hours a week working directly with all PP children on Communication and Language Skills.

Impact will be measured by: Good progress in Communication and Language by the end of Nursery where children are working within the milestones.

The percentage of disadvantaged children who achieved a good level of progress in Communication and Language by the end of Nursery was:

Listening and Attention:

Disadvantaged 33.3% (Non 40%)

Understanding:

Disadvantaged 33.3% (Non 41.9%)

Speaking:

Disadvantaged 33.3% (Non 39%)

Additional support in YR: Teaching Assistants: £13,917

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.

The percentage of disadvantaged children who achieved the Personal, Social and Emotional development Early Learning Goal was:

Self Confidence and Self Awareness:

Disadvantaged 95.3% (non 97.1%)

Managing Feelings and Behaviour:

Disadvantaged 100% (Non 94.1%)

Making Relationships

Disadvantaged 95.3% (Non 97.0%)

MSA support for a child (£1142)

TA support for Disadvantaged children (with some SEN) in Class 3: £13917

Impact will be measured by: Child will be able to cope with lunchtimes with the rest of his classmates 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 lunchtime x 2 TAs: 1 hour a day of TA time cost: £1995

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

85.7% (6/7) of disadvantaged children attending the Nurture group who showed improved confidence and social skills.

Enriching the Curriculum for PP children: Samba for Y2 (£2600) Ukelele for Y1 (£2600) Music introduction for YR (£2600) Capoeira for Y1 (£5940) Forest School for YR (£2600). This is to give experience for PP 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. 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 lessons through pupil voice and development of key skills in Music and PE.

Impact will be measured by: How many PP parents have helped and engaged at Forest School lessons. These parents are encouraged to come along and support and to continue this style of learning at home.

64% (14/22) of 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.

Visiting Artist for curriculum enhancement: (£500)

Comic club for PP children in Y2: (£435)

Impact will be measured by: The quality of Art Work and Speaking and Listening from these sessions. Look at % of children at expected level in Art at end of Year. A good % of PP children will attend the comic club and be inspired by the work.

Art

Year 2 – 64% (14/22) of disadvantaged pupils are working at age related expectations.

Of the 36% (8/22) disadvantaged children not working age related expectations 75% (6/8) are SEN.

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 paid for all PP children: Approx (£590)

Impact will be measured by: All will have participated in trips and will talk positively about them.

Many of the Year 2 disadvantaged children in their leavers' assembly chose to mention trips that they had been on at Mousehold, such as Gressenhall (Yr R), How Hill (Yr1), Time and Tide (Yr 2) and Bewilderwood (Yr2)

Parent Support Advisor (PSA) 3 days a week (£11,857)

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 54% (29/54) 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 also works at the feeder junior school so this provides extra stability for our families.

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.

Time to Talk Benjamin Foundation: £3990

Impact will be measured by: The children who have taken part in these sessions will show increased confidence in talking about their feelings and any concerns about the child will be dealt with promptly by school staff.

Comment from class teacher.

Child A attends Time For You sessions with Alison weekly. He really enjoys the sessions and often comments on how he enjoys playing the games. Child A also regularly says to me 'I always have half an hour with Alison.' The regular nature of the intervention and consistency appeals to Child A's need for structure and timings. I feel that the Time For You sessions have had a positive impact on Child A and, throughout Year 1 he has become increasingly settled in school. While he still appreciates regular adult attention and support, he has started to grow in independence with some tasks. We recently had a couple of minor friendship incidences with Child A and I was able to talk to Alison about this. She was very flexible and adapted her sessions to focus on friendship and getting on with each other.

Play Therapy: £240

Impact will be measured by: The children will talk positively about their sessions and impact can be seen by confidence levels, emotional wellbeing and ability to settle into a new situation/class.

Support with uniform and book bags: Approx £400

Impact will be measured by: PP children will all be dressed in uniform, parents won't be worried about their child not being in uniform and children will feel they belong.

The School Development Plan strand 'To diminish the difference between Disadvantaged and Non in Year 2 across Reading, Writing and Maths' explains a more in depth look at provision for our disadvantaged children.

Summary Information					
School	Mousehold Infant and Nursery School				
Academic Year	2017/2018	Total PP budget	£76,560 (Estimated for financial year 17 - 18)	Date of most recent PP review	Oct 2017
Total number of pupils: 305		Number of pupils eligible for PP: 58		Date for next PP strategy review	Oct 2018
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 skills so this is a barrier to their writing and abilities in other areas, such as art, D and T etc.</p>		

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
External barriers to attainment for pupils eligible for PP	
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.
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