

Pupil Premium Statement - 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.

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.

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.

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.

Nurture Group lunch time x 2 TAs: £557

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

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.

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.

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.

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

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

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.

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.

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.

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 childrens learning journeys.

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.

Play Therapy: £480

Impact will be measured by:

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.

School Development Plan will determine where other PP funding priorities are throughout the year.

| Summary Information | | | | | |
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| 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. 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 | | | A proportion of our pupil premium children also | | |

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| | <p>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 | <p>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.</p> |
| Lack of resources or appropriate support at home | <p>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.</p> |
| Lack of cultural experiences | <p>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</p> |

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| | | 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. | |