

Pupil Premium Statement – Mousehold Infant and Nursery School 2018/2019

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 2018/19

EAL Support from a qualified teacher: 1 day a week £7657

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 – 100% \(3/3\) of PP/EAL pupils are working at 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 – 67% (2/3) of PP/EAL pupils are working at age related expectations.

33% (1/3) 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 – 100% (3/3) of PP/EAL pupils are working at 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: £15,127 (5 days), Y1: £9422 (3.5 days), YR: £2904 (1 day)

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 – 77% (17/22) of disadvantaged pupils are working at age related expectations.

Of the (5/22) disadvantaged children not working age related expectations 60% (3/5) are SEN

Year 2 – 59% (17/29) of disadvantaged pupils are working at age related expectations.

Of the (12/29) disadvantaged children not working age related expectations 42% (5/12) are SEN, 8% 1/12 are EAL

Writing

Year 1 – 66.7% (15/22) of disadvantaged pupils are working at age related expectations.

Of the (7/22) disadvantaged children not working age related expectations 43% (3/7) are SEN, 14% (1/7) are EAL

Year 2 – 45% (13/29) of disadvantaged pupils are working at age related expectations.

Of the (16/29) disadvantaged children not working age related expectations 38% (6/16) are SEN, 6% (1/16) are EAL

Maths

Year 1 – 77% (16/22) of disadvantaged pupils are working at age related expectations.

Of the (6/22) disadvantaged children not working age related expectations: 33% (2/6) are SEN

Year 2 - 44.8% (13/29) of disadvantaged pupils are working at age related expectations.

Of the (16/29) disadvantaged children not working age related expectations 19% are SEN, 6% are EAL.

EYFS support using Early Talk Boost – training and resources: £1400

Idea: Working directly with all PP children on Communication and Language Skills using Early Talk Boost

Impact will be measured by: A good level of expected development in Communication and Language by the end of Nursery and Reception

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

Listening and Attention:

Disadvantaged children 87% (13/15) *2 disadvantaged children exceeding*

Understanding:

Disadvantaged 80% (12/15) *2 disadvantaged children exceeding*

Speaking:

Disadvantaged 87% (13/14) *1 disadvantaged child exceeding*

Additional support in YR: Teaching Assistants: £15,033 – to support pupil premium children in YR including SEN pupil

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 by the end of the Summer term was:

Self Confidence and Self Awareness:

Disadvantaged 87% (13/15)

Managing Feelings and Behaviour:

Disadvantaged 87% (13/15)

Making Relationships

Disadvantaged 87% (13/15)

MSA support for a child (£2242) - to support SEN 1:1

Impact will be measured by: Child will be able to cope with lunchtimes with the rest of his classmates.

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: £2640

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

27% (18/66) of our disadvantaged children attended Nurture group.

"I enjoy the cooking because we get to eat the cakes when are done."

"We go and plant flowers. We do cooking cakes with chocolate spread, and we paint."

"It helps me to enjoy school."

"It has helped me to make friends and helped me to learn new stuff."

"I enjoy it because we get to go on the tunnel. It helps me if I feel a bit lonely."

Enriching the Curriculum for PP children: Samba for Y2 (£2034) Ukelele for Y1 (£2034) Music introduction for YR (£2034) 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.

53% (8/15) 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.

"In Year 1 capoeira was my best because I was good at it."

"In Reception I liked Forest school because me and Bianca dug up carrots."

"I like ukelele and samba."

"I liked Forest school because I climbed a tree."

"I like Samba and Nurture Group."

Visiting Artist for curriculum enhancement: (£250)

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.

Art

Year 2 – 93% (27/29) of disadvantaged pupils are working at age related expectations.

Of the 7% (2/29) disadvantaged children not working age related expectations 100% (2/2) are SEN.

"I liked learning to draw Superheroes as I like them all, I also liked Samba drumming."

School trips paid for all PP children: Approx (£460)

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

So far the year 2 children have visited the Time and Tide museum as part of their Seaside Topic. Visited the Cathedral to compare the Christian and Jewish faiths as part of RE. Had an Edith Cavell experience at the cathedral as part of History

The Year 1 classes have been to the Norwich Science Festival at the Forum. Visited How Hill as part of their science topic.

"I liked going to How Hill and I loved learning about seashores and super hero Traction Man. I loved Year 2 so much."

"My favourite memory of Mousehold is the school trips. I really enjoyed football, the mobile and Samba."

"I learned that Edith Cavell was in the war which started in 1914."

"I remember in reception when we went to Gressenhall and some of my friends found the sparkly gold egg on the roof."

"My favourite memory is when we went on a school trip to How Hill in Year 1., we had lots of fun."

"My best memory is going on our Edith Cavell trip. I loved dressing up as a doctor in the war."

Afterschool Clubs for pupil premium children: (£1006)

Impact will be measured by: All PP children having access to after school clubs and the positive impact on their wellbeing.

In 2018/19, 92% (61/66) of disadvantaged children attended a club

PSA (£14,067)

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 32% (21/65) disadvantaged families so far 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) and Section 17 meetings and reviews for 11 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. 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 for You - 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.

Currently there are four pupil premium children working with Alison from the Benjamin Foundation. Time for You is a dedicated service in schools offering support, advice and guidance for children and young people. It helps to strengthen their emotional and social well-being, increasing their self-esteem and helping them to recognise their 'inner wealth'. This includes helping children and young people to talk about their feelings in order to build their self-confidence and resilience.

"I like it when Alison teaches us new stuff. She makes me laugh and I will miss spending time with her."

" Thank you so much you are amazing"

"Thank you for spending time with me"

"Alison you are a Superhero"

Support with uniform and book bags: (£460)

Impact will be measured by: PP children will all be dressed in uniform and feel they belong.
 Currently 100% (67/67) of our pupil premium children have ordered uniform through the school.

Summary Information					
School	Mousehold Infant and Nursery School				
Academic Year	2018/2019	Total PP budget	£85,800.	Date of most recent PP review	June 2018
Total number of pupils: 307		Number of pupils eligible for PP: 67 (1 nursery)		Date for next PP strategy review	July 2019
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		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.
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.