

Pupil premium strategy statement

Summary information					
School	Mousehold Infant and Nursery School				
Academic Year	2020/21	Total PP budget	£68,690 + £2192 EYPP = £70,882	Date of most recent PP Review	May 2021
Total number of pupils	255	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2021

1. Current attainment at December 2020									
KS1	Y1				Y2				2019 National average Non-Disadvantaged (Disadvantaged)
Term	Start of Year	Aut 20	Spr 21	Sum 21	Start of Year	Aut 20	Spr 21	Sum 21	
Number of PP Pupils	14	20	22	22	15	18	18	19	
% achieving expected standard in reading	14.2%	25%	36.4%	61.9%	33.3%	38.9%	44.4%	68.4%	78% (62%)
% achieving the expected standard in writing	14.2%	10%	22.7%	57.1%	38.9%	38.9%	38.9%	52.6%	73% (55%)
% achieving the expected standard in maths	14.2%	26.3%	31.8%	52.4%	53%	44.4%	38.9%	74.7%	76% (62%)
% achieving the expected phonics standard	5%	4.5%	0%	40%	33.3%	44.4%	61.1%	77%	Yr 1 84% (71%) Yr 2 59% (50%)
EYFS	YR								2019 National average for non-FSM Pupils (FSM Pupils)
Term	Aut 20			Spr 21			Sum 21		
Number of PP Pupils	15			16			16		
% achieving a Good Level of Development	5.6%			6.3%			56.3%		74% (57%)
Attendance									
Term	Aut 20			Spr 21			Sum 21		2019 National average for non-FSM Pupils (FSM Pupils)

Attendance %	Whole School Year 1 & 2 – 95.73%	Whole School Year 1 & 2 – 95.09%	Whole School Year 1 & 2 – 95.52%	96.6% (94.6%)
Autumn 2020 Data Review				
See attached Data review for all vulnerable groups				

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	The percentage of pupils who are eligible for PP reaching, expected and greater depth in writing is less than other pupils at the end of Key Stage 1	
C.	Lack of life experiences outside the local area, mean that the gap in language acquisition and experiences continues to widen	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 94.14% (2018/19). This reduces their school hours and causes them to fall behind on average.	
E.	Parental aspirations for PP children and their own mental health need impacts on school life	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that: Greater % of all pupils reach GLD Greater % of PP reach GLD
B.	The percentage of pupils who are eligible for PP reaching, expected and greater depth in writing is in line with other pupils at the end of Key Stage 1	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 in writing.
C.	Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum	The gap between pupils eligible for pp and non-pupil premium children is diminished. Greater % of PP pupils reach ARE by the end of the year
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.14% to 96% in line with 'other' pupils.

E.	Targeted support for families via PSA and Benjamin Foundation	Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being
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3. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Improve oral language skills for pupils eligible for PP in Nursery and Reception class.	<p>Early Talk boost Intervention Reception/ Nursery. Staff training on high quality delivery. Staff training on developing oracy for the high attaining pupils in EYFS and reception from EYFS/Reception SLE</p> <p>Talk Boost to be established in EYFS by October half term. Assessments to be completed before half term so that intervention can begin after half term. Children to be selected after baseline, with a focus on PP.</p> <p>Supporting post-lockdown education using the Six Principles of Nurture especially: Principle 4: Language is a vital means of communication</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality intervention/feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Pupil Premium Review Report Jan 2019: A great strength of Mousehold is that they take the time to know their community and their precise needs and work effectively as a team at all levels to address these, leading to strong progress for those pupils entitled to pupil premium</p>	<p>Systematic tracking of results on a termly basis</p> <p>Interventions changed on a termly basis linked to need</p> <p>Talk Boost to be established by Autumn Term 2 as EYFS children will be adapting to routines. Spaces to carry out Talk Boost need to be risk assessed.</p> <p>Pupil Premium Review Report Jan 2019: Leaders, teachers and teaching assistants have appraisal targets that strengthen accountability for the outcomes of all pupils and where appropriate specifically the outcomes of disadvantaged pupils</p>	SENCO & EYFS lead (SLE)	<p>Dec 2020</p> <p>Training and resources £1400</p> <p>TA's Reception: £15,124 (5 days/wk TD)</p> <p>Nursery: £3233 (1 day/wk)</p>

<p>B. Improved progress for high attaining pupils</p>	<p>Year 2 will have started trialing Write Stuff planning. - Use VLE, School Website and FB to share information with parents about how to support with fine motor skills and writing at home. - New school staff will be supported with the teaching of writing in school. Year 2 will have started trialing Whole Class Reading.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. Teachers are aware of gaps that may have opened up as a result of the school closure. Support and interventions are introduced to help to reduce these gaps.</p>	<p>Method selected using evidence of effectiveness. Use staff meeting time to deliver training. Peer observation of attendees' classes after the meeting, to embed learning (no assessment). Pupil Premium Review Report Jan 2019: Teaching assistants know the needs of the disadvantaged pupils well and with explicit and regular direction from teaching staff, they effectively support pupils to make strong progress from their different starting points and also effectively challenge the more able disadvantaged learners</p>	<p>Writing Strand lead & English lead</p>	<p>Ongoing as part of our SDP for: Writing and Recovery strand Reading and recovery strand Cost of subscription to site for planning: Write stuff £150</p>
Total budgeted cost					£ 19,907

Spring 2020/21 Review of Impact of Teaching

A. Improved oral language skills in reception - 1:1 and small group provision of targeted intervention for children in Reception
94% (17/18) of our disadvantaged children attended Talk Boost.

Impact: Improved oral language skills for pupils eligible for PP in the Reception classes.

B. Improved progress for high attaining pupils

Reading - Year 2 PP – ARE is at 68.4% GDS is at 15.8% (Not Disadvantaged nationally 75%, Disadvantaged nationally 62%)
Writing - Year 2 PP – ARE is at 52.6% GDS is at 10.5% (Not Disadvantaged Nationally 69%, Disadvantaged nationally 55%)

Impact:
Reading(68.4%) is also almost in line with reading for Non-disadvantaged children nationally with a difference of 6.6% and higher than Disadvantaged children Nationally (62%) .
Greater Depth in both Writing (10.5%) and reading (15.8%) are above disadvantaged children Nationally (writing 7% and reading 14%)

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
B. The percentage of pupils who are eligible for PP reaching, expected and greater depth in reading and writing is in line with other pupils at the end of Key Stage 1	<p>Weekly small group sessions in reading and writing for pp children with experienced teaching staff, in addition to standard lessons.</p> <p>Additional intervention session to be run by teacher in year 1 and 2 weekly – ensure correct children are targeted and that intervention approaches selected help them to make maximum levels of progress.</p>	<p>We want to provide extra support to increase % meeting expected and achieving higher attainment (greater depth).</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ interventions such as 1:1 feedback sessions looking at next steps etc</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by writing co-ordinator.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator Writing Strand lead & English lead</p>	<p>Dec 2020</p> <p>Teachers for a session a week in Year 1 and 2 (£1,368 per Teacher)</p> <p>£2,736</p> <p>Teacher (SA) for a day/wk (13 weeks) in Year 2</p> <p>£2,464</p>

C. Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum	1:1 and small group provision of targeted intervention for EAL /PP children from a qualified teacher	Many different evidence sources, e.g. EEF Toolkit suggest high quality intervention/feedback is an effective way to improve attainment. 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	Systematic tracking of results on a termly basis Interventions changed on a termly basis linked to need Pupil Premium Review Report Jan 2019: Leadership appoint high quality specialist staff to address the specific learning, social and emotional needs of the vulnerable groups. For example, a EAL specialist who also works with parents	Pupil Premium Coordinator	Quality EAL/PP Teacher £10,260
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£15,460

B. The percentage of pupils who are eligible for PP reaching, expected and greater depth in reading and writing is in line with other pupils at the end of Key Stage 1

Reading
Year 2 – Disadvantaged ARE is at 68.4% GDS is at 15.8% (Non Disadvantaged 57.8% and 25% GDS, All pupils 71.8% ARE and 26.9% GDS)

Writing
Year 2 – Disadvantaged ARE is at 52.6% GDS is at 10.5% (Non Disadvantaged 56.8% and 12.5% GDS, All pupils 67.9% ARE and 15.4% GDS)

Maths
Year 2 – Disadvantaged ARE is at 74.7% GDS is at 10.5% (Not Disadvantaged 62.5% ARE and 17% GDS, All pupils 76.9% ARE and 20.5% GDS)

iii. Other approaches

Desired outcome	Chosen	What is the evidence and	How will you ensure it is	Staff lead	When will you
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	action/approach	rationale for this choice?	implemented well?		review implementation ?
C. Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum	Nurture Group Lunchtime Due to Covid-19 restrictions the Nurture Group is currently taking place on the playground with the reception bubble. Supporting post-lockdown education using the Six Principles of Nurture especially: Principle 3: The importance of nurture for wellbeing and self esteem	Nurture Group activities will help develop resilience, social skills and confidence The provision of Nurture Groups (NGs) has been recognised as an effective early intervention for children with social, emotional and behavioural difficulties (SEBD). 'The high expectations of teachers in Nurture Groups can bring about amazing change' in the lives of young emotionally disturbed children (Lucas, 1999, p.14).	Boxall Profile to be carried out with specific children, data over time will show the improved confidence and social skills of these children.	SENCO	Dec 2020 2 TAs: 1 hour a day of TA time cost: £1333 (16 wks x £83.3)
C. Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum	Use of PP funding to enrich the curriculum for PP children For pupils entitled to PP funding to have equal access of opportunity to trips, visits and clubs After school clubs targeted at PP pupils	See Ofsted 2013 report – The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as school trips, music lessons, subsidised uniform, free milk etc Supporting post-lockdown education using the Six Principles of Nurture especially: 1. Learning is understood developmentally Opportunities for play and activities which evoke laughter and satisfaction should be initially prioritised over academic expectations. Provide meaningful, practical and multi-sensory experiences for new learning, with tasks which are broken down into small steps and actively modelled.	Monitor spending on a termly basis Systematic tracking of other area results on a termly basis PP provision mapping carried out termly All pupils have accessed all visits. Pupils have had free access to breakfast club. Families have had support with uniform. Pupil Premium Review Report Jan 2019: The headteacher has been highly effective in sharing her vision for diminishing the difference with all staff and this is evidenced in all aspects of provision and	Pupil Premium Coordinator	School trips paid for (£10 per child) £640 After school clubs will hopefully re-start in May 2021 £3440 - £2294 = £1146 (Whole year – 2 terms) Samba for Y2 £2013 Ukulele for Y1 £2013 KS1 Virtual Life in a Castle £110

			embedded in the expectations of staff at every level.		
D. Increased attendance rates for pupils eligible for PP.	Role of the school secretary to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. DfE report on attendance and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85% Funding for attendance awards on a termly and annual basis.	Thorough briefing by school secretary about existing absence issues. PP coordinator, school secretary, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Work closely with the school Attendance officer around Persistent Absence	Pupil Premium Coordinator	Dec 2020 Weekly discussions with the school appointed attendance officer Tracy Birkin Attended the attendance webcast 8/10/20 run by Kelly waters
E. Targeted support for families PSA and Benjamin Foundation support	A new PSA role will be considered from Jan 2021 to deliver 1-1 support for targeted pupils and families Benjamin Foundation	Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being Benjamin Foundation: 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 Pupil Premium Review Report Jan 2019: The school can feel proud of their commitment towards diminishing the difference between its vulnerable learners and other pupils.	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. Pupil Premium Review Report Jan 2019: Leadership appoint high quality specialist staff to address the specific learning, social and emotional needs of the vulnerable groups such as The Benjamin Foundation	Head Teacher	PSA £9630 Benjamin Foundation £3522 Support with uniforms and book bags £500 FSM milk for PP children £1954

C. Nurture Group Lunchtime

27% (14/52) of our disadvantaged children attended Nurture group in the Summer term.

Impact: Nurture Group activities will help develop resilience, social skills and confidence. The provision of Nurture Groups (NGs) has been recognised as an effective early intervention for children with social, emotional and behavioural difficulties (SEBD).

Use of PP funding to enrich the curriculum for PP children

Unfortunately due to Covid restrictions we were unable to run after school clubs

All PP children did however have Samba and Ukulele lessons each week

PSA to deliver 1-1 support for targeted pupils and families

Our PSA has supported 37% (19/52) 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. Our PSA also works at the feeder junior school so this provides extra stability for our families.

Total budgeted cost	£22,861
Overall Total budgeted cost	£58,228
Carry forward	£70,882 - £58,228 = £12,464