

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Mousehold Infant and Nursery School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	30.41% (73/240) 66 PP + 7 EYPP
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Autumn term review Jan 2022 Spring term review Apr 2022
Statement authorised by	Rebecca Westall
Pupil premium lead	Ian Tolson
Trustee lead	Maureen Hanke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,097
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,464
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£89,811</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral language skills in Reception and Nursery are lower for pupils eligible for PP than for other pupils. This is shown by baseline assessment on entry into Reception. This slows reading progress in subsequent years.
2	To reduce the attainment gap between pp and non-pupil premium. The percentage of pupils who are eligible for PP reaching, expected and greater depth especially in writing is less than other pupils at the end of Key Stage 1
3	To give pp children positive experiences to support high aspirations for their future. Norwich is ranked 323rd out of 324 districts in the social mobility index. The index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.
4	To increase the attendance of PP children. Attendance rates for pupils eligible for PP are 95.29% (2020/21). This reduces their school hours and causes them to fall behind on average.
5	To support pp families and children with social and emotional issues to improve attendance and attainment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve oral language skills for pupils eligible for PP in Reception and Nursery classes	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that:</p> <p>Greater % of all pupils reach GLD</p> <p>Greater % of PP reach GLD</p>
2. 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.
3. 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
4. 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 to 96% in line with 'other' pupils.
5. Targeted support for families via PSA and Benjamin Foundation	<p>Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being.</p> <p>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</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Talk boost Intervention Reception/ Nursery. Staff training on high quality delivery.</p> <p>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. Education Endowment Foundation (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:</p> <p>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>1.Oral language skills in Reception and Nursery are lower for pupils eligible for PP than for other pupils. This is shown by baseline assessment on entry into Reception.</p> <p>This slows reading progress in subsequent years.</p>
<p>The Write Stuff approach is embedded throughout KS1.</p> <p>- KS1 have completed direct</p>	<p>PP are making less progress than other non-pp pupils across Key Stage 1 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting</p>	<p>2. To reduce the attainment gap between pp and non-pupil premium. The percentage</p>

<p>training modules with Jane Considine.</p> <ul style="list-style-type: none"> <li>- The three chunked lesson approach is well established from year 1 upwards.</li> <li>- All staff have a clear view of the format and layout of books/resources for the school year.</li> <li>-The Writing Rainbow lenses are used effectively as a visual domain hook to guide pupils thinking, showcase vocabulary and construct sentences.</li> <li>- All staff to be aware of the teaching sequence for independent writing.</li> </ul>	<p>expected standards’.</p> <p>All members of staff including TA's to be trained in The Write Stuff approach.</p> <p>Pupils to be taught about the shape of a lesson eg. three learning chunks.</p> <p><i>Pupils have the three learning chunks explained alongside how each chunk is made up of</i></p> <p><i>initiate = teacher</i></p> <p><i>model = demonstration writing</i></p> <p><i>enable = pupil writing</i></p> <p>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>of pupils who are eligible for PP reaching, expected and greater depth especially in writing is less than other pupils at the end of Key Stage 1</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49, 553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group provision of targeted intervention for children in Reception.</p> <p>To implement a new validated SSP programme and teach with fidelity.</p> <p>We will be using the phonics scheme ‘Little Wandle’</p>	<p>Some of the students need targeted support to catch up.</p> <p>See Ofsted 2013 report – highly trained support staff to deliver quality interventions</p> <p>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>Teach with fidelity to an SSP programme ‘<i>The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’</i></p>	<p>1. Oral language skills in Reception and Nursery are lower for pupils eligible for PP than for other pupils. This is shown by baseline assessment on entry into Reception.</p> <p>This slows reading progress in subsequent years.</p> <p>2. To reduce the attainment gap between pp and non-pupil premium. The percentage of pupils who are eligible for PP</p>

<p>Supporting post-lockdown education using the Six Principles of Nurture especially Principle 1:</p> <p>Learning is understood developmentally</p>	<p><i>phonics progress term-by-term, from Reception to Year 2.' SIH p87: 293</i></p> <p>Make a strong start in Reception</p> <p><i>'Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception' SIH 2019</i></p> <p>Ensure cumulative progression of sounds and books <i>'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.'</i> SIH p87: 293</p>	<p>reaching, expected and greater depth especially in writing is less than other pupils at the end of Key Stage 1</p>
<p>Weekly small group sessions in reading, writing and maths for pp children with experienced teaching staff, in addition to standard lessons.</p> <p>Additional intervention session to be run by an experienced 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>2. To reduce the attainment gap between pp and non-pupil premium. The percentage of pupils who are eligible for PP reaching, expected and greater depth especially in writing is less than other pupils at the end of Key Stage 1</p>
<p>1:1 and small group provision of targeted intervention for EAL /PP children from a qualified EAL specialist teacher</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality intervention/feedback is an effective way to improve attainment.</p> <p>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</p>	<p>1. Oral language skills in Reception and Nursery are lower for pupils eligible for PP than for other pupils. This is shown by baseline assessment on entry into Reception.</p> <p>This slows reading progress in subsequent years.</p> <p>2. To reduce the</p>

		attainment gap between pp and non-pupil premium. The percentage of pupils who are eligible for PP reaching, expected and greater depth especially in writing is less than other pupils at the end of Key Stage 1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Group Lunchtime This will take place in the Mobile classroom which has been set up as a nurturing environment</p> <p>Supporting post-lockdown education using the Six Principles of Nurture especially: Principle 3: The importance of nurture for wellbeing and self esteem</p>	<p>Nurture Group activities will help develop resilience, social skills and confidence</p> <p>Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy, allowing opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to.</p> <p>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</p>	<p>5. To support pp families and children with social and emotional issues to improve attendance and attainment.</p>

	children (Lucas, 1999, p.14).	
<p>Use of PP funding to enrich the curriculum for PP children</p> <p>For pupils entitled to PP funding to have equal access of opportunity to trips, visits and clubs</p> <p>After school clubs targetted at PP pupils</p>	<p>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</p> <p>Supporting post-lockdown education using the Six Principles of Nurture especially:</p> <p>1. Learning is understood developmentally. Opportunities for play and activities, which evoke laughter and satisfaction, should be initially prioritised over academic expectations.</p> <p>Provide meaningful, practical and multi-sensory experiences for new learning, with tasks, which are broken down into small steps and actively modelled.</p> <p>School trips paid for <b>£460</b></p> <p>After school clubs <b>£3295</b></p> <p>Samba lessons for Y2 <b>£2013</b></p> <p>Ukulele lessons for Y1 <b>£2013</b></p> <p>Forest School sessions for <b>£2979</b></p>	<p>3. To give pp children positive experiences to support high aspirations for their future. Norwich is ranked 323rd out of 324 districts in the social mobility index. The index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.</p>
<p>Role of the school secretary to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Regular consultations (every 3 weeks) with the allocated Attendance and Entitlement Officer Katie Pelling</p> <p>Attended the attendance webcast 25/6/21 run by</p>	<p>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.</p> <p>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%</p> <p>Funding for attendance awards on a termly and annual basis.</p>	<p>4. To increase the attendance of PP children. Attendance rates for pupils eligible for PP are 95.29% (2020/21). This reduces their school hours and causes them to fall behind on average.</p>

Katie Griffiths, Attendance and Entitlement Manager		
<p>PSA to deliver 1-1 support for targeted PP pupils and families</p> <p>Benjamin Foundation support to increase emotional literacy</p>	<p>Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being</p> <p>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</p> <p>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.</p> <p>PSA £9,630 - £3,210 (SEN) = <b>£6,410</b></p> <p>Benjamin Foundation £5,985 - £1995 (SEN) = <b>£3,990</b></p> <p>Support with uniforms <b>£500</b></p> <p>FSM milk for PP children <b>£1300</b></p>	<p>5. To support pp families and children with social and emotional issues to improve attendance and attainment.</p>

**Total budgeted cost:** £16,709 + £49,553 + £23,549 = **£89,811**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See the Pupil Premium Review Statement 2020/2021

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Talk Boost	The Child and Educational Psychology Practice (CEPP)