Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium 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	237
Proportion (%) of pupil premium eligible pupils	17.7% (42/237) 42 PP + 0 EYPP
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Ian Tolson
Pupil premium lead	Simon Smith
Trustee lead	Maureen Hanke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Early Years Pupil Premium funding (estimated)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£**63,640**

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 lower (92.8% for 2023/24) 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	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
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	Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social wellbeing. 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

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

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 Talk Boost to be completed in EYFS. Assessments to be completed before half term so that intervention can begin after promptly. Children to be selected after baseline, with a focus on PP.	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. 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	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.
Embed the use of standardised diagnostic assessments, initially across Y2. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2. Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 in writing. 3. 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
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium Evidence to support closing the gap.	1, 2 and 3.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group provision of targeted intervention for children in Reception.	Some of the students need targeted support to catch up. Teach with fidelity to an SSP programme '*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'*	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

Weekly small group sessions in reading, writing and maths for PP children with experienced teaching staff, in addition to standard lessons. 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.	We want to provide extra support to increase % meeting expected and achieving higher attainment (greater depth). 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	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

1:1 and small group provision of targeted intervention for EAL /PP children from a qualified EAL specialist 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	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. 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.
Pixl interventions and therapies delivered by teachers to fill gaps in understanding and address core knowledge and skills.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Small group tuition having an impact of +4 months (EEF)	2. Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 in writing. 3. 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

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Nurture Group Lunchtime This will take place in the Mobile classroom which has been set up as a nurturing environment. 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 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. 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).	5. To support pp families and children with social and emotional issues to improve attendance and attainment.

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 2024 report – The full range of educational experiences – Pupils' learning is significantly enhanced by a well-planned additional offer. There are many varied clubs. Pupils learn the ukulele and to play samba drums. They take part in capoeira, dance based on martial arts. The school nurtures and fosters individual pupils' interests and talents. 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 multisensory experiences for new learning, with tasks, which are broken down into small steps and actively modelled. School trips paid for **£483** After school clubs **£3000** Samba lessons for Y2 **£2350** Ukulele lessons for Y1 **£2350**	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.
Role of the school secretary and admin apprentice to monitor pupils and follow up quickly on absences. First day response provision. Regular consultations (every term) with the allocated Attendance and Entitlement Officer.	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.	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.

PSA to deliver 1-1 support for targeted PP pupils and families Benjamin Foundation support to increase emotional literacy	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. PSA **£14,398** Support with uniforms **£774** FSM milk for PP children **£1749**	5. To support pp families and children with social and emotional issues to improve attendance and attainment.

Total budgeted cost: £63,000

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 2023 to 2024 academic year.

1. Improve oral language skills for pupils eligible for PP in Reception and Nursery classes 80% of our disadvantaged children attended Talk Boost. Impact: Improved oral language skills for pupils eligible for PP in the Reception classes
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 Reading -Year 2 PP –ARE is at 70% GDS is at 13% (Not Disadvantaged Nationally 69%, Disadvantaged nationally 54%) Writing Year 2 –Disadvantaged ARE is at 57% GDS is at 0% (Non Disadvantaged Mousehold 60% and 2% GDS) Impact: PP children moving more in line with Non-PP and national figures. Focus this year on maintaining this.
3. Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum Reading Year 2 –Disadvantaged ARE is at 70% GDS is at 13% (Non Disadvantaged 77% and 19% GDS) Writing Year 2 –Disadvantaged ARE is at 57% GDS is at 0% (Non Disadvantaged 60% and 2% GDS) Maths Year 2 –Disadvantaged ARE is at 65% GDS is at 9% (Not Disadvantaged 77% ARE and 13% GDS) Impact: PP children are on average, below non-pupil children at Mousehold. However, our SIDP priorities this year are linked to coaching, modelling and assessment. We want to improve the quality of teacher's modelling and their confidence with assessment (using standardised assessments in line with partner school, George White Junior.
4. Increased attendance rates for pupils eligible for PP. Overall PP attendance was 92.8% Impact: To continue to support PP families with picking up, morning club and walking bus in order to improve attendance to at least 96% in line with 'other' pupils.
5. Targeted support for families via PSA and Benjamin Foundation PSA has supported 40% disadvantaged families during the 2023/24 academic 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 The Benjamin Foundation 'Time to talk ' intervention has supported 6 PP children with their emotional literacy this year.

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)
Time For You	Benjamin Foundation