

Moon's Moat First School

Use of Pupil Premium 2015-16 and review of expenditure

Pupil Premium allocation, use and impact on attainment - Report to Parents 2015/16

School is allocated funding in addition to its main school budget to address inequalities between pupils who are eligible for free school meals and their peers. We aim to spend this money to address the needs of individuals and groups of children who are vulnerable to underachievement. It is up to each individual school to decide how the money should be spent.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils including our most able.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or group of children the school identifies as being socially disadvantaged.
- Pupil Premium Funding will be allocated following a needs analysis, which will prioritise individuals, groups, classes or year groups.

Number of pupils and pupil premium grant (PPG) received 2015/16	
Total number of pupils on roll (Reception to Year 4)	242
Total number of pupils eligible for PPG	84
% of school eligible for Pupil Premium	34.7%
Amount of PPG per pupil	£1,320.00
Total amount of PPG received	£110,880.00

* Funding based on January census

Allocation of spending 2015/16		Review of impact
Language Link	A system to assess pupils' receptive language skills. Tailor made intervention plans are then created to address needs.	Children following the Language Link programme made good progress on their personal objectives. School results show that

		<p>standard scores improved by the end of the programme. No children were working within the expected percentile ranks at the start of the programme whereas 63% were working within the expected range by the end of the programme. The percentage of pupils reaching the Early Learning Goal or higher in the Prime area of Communication and Language Development increased in 2015-16. There has been an improving picture over the last three years in this area. The gap has begun to close between the school and national averages. The Language Link programme has continued to be used in Year One. School Phonics Check results were above the LA and national averages in 2016.</p>
1 st Class @ Number 1	<p>This is a small group Teaching Assistant led programme, focusing on number skills. Intervention groups run in both Key Stage One and Two. The sessions run for eight weeks at least three times a week. It is delivered to children to support them to get back on track and catch up with their peers.</p>	<p>Children in years 2 and 3 took part in the programmes. The children in Year Two made an average age gain of one year and three months progress. The children in Year Three made an average of one year and four months progress. 50% of the children in the group in Year Two met age related expectations at SAT. Teachers reported</p>
1 st Class @ Number 2		

		increased confidence and fluency in number and greater understanding and ability to apply skills learnt to problem solving activities.
Additional intervention teacher, additional SENCo release time, cost of additional HLTA	We employ an additional teacher who works with pupils in Key Stage One and Early Years. She supports work on basic skills in order to close the gap between underachieving pupils and their peers. In addition she works with more able pupils to challenge and extend their learning so that they fully reach their potential. This also enables class sizes to be smaller in Key Stage One for English, Mathematics and Phonics sessions.	The additional teacher worked across KS1. This has had a significant impact due to the increased expectations of the curriculum. Progress across and within KS1 was good using the school's tracking system. Pupils in Year Two achieved just below the national and county averages in reading and maths and below in writing. This was as expected by the school and in school data tracking systems show the progress made by these pupils is good.
Achievement for All (AfA) / Achieving Early	A tailored school improvement programme that aims to raise the aspirations, access and achievement of all learners but focuses heavily on provision and engagement of vulnerable pupils.	School continued to work on improving the lives of its most vulnerable pupils with the AfA programme. School is well on the way to achieving Quality Lead status. Particular achievements this year have included an increase in Pupil Premium children accessing clubs and extra-curricular activities, improvements to the school website, offering Structured Conversations to all parents of pupils starting school at a time different to usual admission in Reception, strengthened links with

		other schools including on transition, increased pupil voice in school, the introduction of Achieving Early into the Early Years and an improvement in the monitoring and reviewing of Raising Attainment Plan targets.
Fischer Family Literacy	This is a one:one English programme delivered by trained Teaching Assistants. It provides intensive support for pupils who are struggling with reading and writing in Key Stage One.	All pupils who took part in the programme moved up a book band during the programme and also moved at least one stride on the school's tracking system. 38% of the children met age related expectations at SAT and 78% of the children met the required standard on the Phonics Check when they re-visited it in Year Two.
Numicon Intervention	This a one:one support programme in Mathematics delivered by trained teaching assistants. It focuses on the use of Numicon as a visual aid to support learning through models and imagery.	The children who took part in the programme made an average of 4.5 sub levels progress (using old national curriculum sub levels) over the time they took part in the programme. Progress for these pupils was good as evidenced on the school's tracking system however they did not reach age expectations.
Better Reading	The Better Reading project trains staff and parents to become Better Reading partners for individual children. The partner will give each child involved in the project 3 additional reading sessions a week to	Unfortunately the parents who were trained were unable to commit to coming into school on a regular basis and this programme was never formally started. However school is happy that seven parents improved their

	develop phonic and comprehension skills.	skills in hearing their own children read. TAs accessing the training are now better equipped to work on reading skills with children.
Fine motor control after school clubs incorporating Write Dance principles	This is a physical intervention which builds fine and gross motor skills.	These groups were extremely well attended with all children targeted attending the sessions regularly. This was well supported by parents. KS1 staff report that children have a better attitude to writing, are able to focus for longer periods, are able to join letters more accurately, children are forming more letters accurately and demonstrate a better pencil grip.
Additional hours purchased for Learning Support Team intervention programmes (LST)	The Learning Support Team provide trained staff to lead intervention sessions with individual pupils in school or to provide support and resources for teachers and teaching assistants to deliver sessions.	20 children accessed support from LST during 2015-16 from Year One to Year Four. Pupils have been well supported with 1:1 support using materials specifically designed for them. Pupils have met their individual targets.
SALT interventions (Speech and Language Therapy)	SALT service provides support in school for individual pupils with language and communication difficulties.	13 children accessed support from SALT during 2015-16 from Reception to Year Four. Pupils have been well supported with 1:1 support using materials specifically designed for them. Pupils have met their individual targets.
Socially Speaking	Small group intervention sessions to support pupils with social and emotional difficulties.	Pupils have been well supported with small group support using materials specifically designed for them. Pupils

		have met their individual targets.
Circle of Friends	Small group intervention sessions to support pupils with social and emotional difficulties.	Pupils have been well supported with small group support using materials specifically designed for them. Pupils have met their individual targets.
Intervention groups planned by teachers to address individual or group needs.	Additional teaching assistants are employed to deliver intervention programmes across the school planned for by teaching staff in order to close attainment gaps with underachieving pupils.	Pupils have been well supported with 1:1 and small group support using materials specifically designed for them. Pupils have met their individual targets.
Rapid Writing	A writing intervention programme designed to close the attainment gap. Pupils work in small groups on fun, engaging writing tasks which reinforce basic skills, including spelling and grammar.	Whilst some progress was evident, teachers felt that more progress was made using Slow Writing techniques introduced to staff at TED training on raising standards of writing. Raising Attainment Plan reviews report that children have improved their use and knowledge of punctuation and key aspects of grammar. All children accessing the intervention moved one stride or more during the programme.
Project X Code Reading	A reading intervention programme where children work in a small group with a teaching assistant. Project X CODE embeds synthetic phonics within a highly motivational character adventure series.	Pupils made an average age gain of 10.4 months in sentence reading and 7.6 months in phonics over the course of the programme from entry and exit data. 40% of the children from Year Two who took part (5 children) met age expectations at the end of the year. 67%

		<p>passed the Phonics Check following re visiting the check in Year Two. 63% of the pupils in Year Four met age related expectations in reading at the end of the year. All children moved one or more book bands during their time in the group. Teachers report improved phonics knowledge and application during the programme and all children moved up one book band whilst working on Project X Code. Teachers and Teaching Assistants report an improved attitude to reading.</p>
Curriculum enrichment	<p>Enrichment activities are subsidised when needed for Pupil Premium children e.g. residential visits, trips, visitors to school.</p>	<p>All children from Reception to Year 4 went on educational visits during the year. The curriculum was also enriched for all year groups by visiting specialists e.g. authors, actors, workshops. The costs of the majority of our school visits and curriculum enhancement activities were heavily subsidised by school. School heavily subsidised the residential visit for the Year Four pupils. 49 out of 52 children went on the residential visit. Parents were positive about the financial support they received towards the visit.</p>

General wellbeing	School provides support for pupils in crisis situations eg providing uniform, school meals etc.	School has subsidised the cost of school uniform and school meals. After school clubs have also been subsidised or are free of charge as school pays the overtime for the person leading the club. School analyses attendance at after school clubs to ensure that all vulnerable children from Year 1-4 have the opportunity to go to a club without any barriers in their way.
Five a day fitness	A fun five minute daily fitness programme to support all pupils in being ready to learn. It also supports fine and gross motor skill work and also language work.	Staff report that pupils are ready to start lessons and are more able to focus following taking part in a 5 a day session. Children say they enjoy the activities and tell us that it helps them to concentrate. Teachers use the programme to develop gross and fine motor control and to ease transitions between lessons.

School regularly monitors the impact of provision and Provision Maps are written to ensure that support is well matched to pupils' needs. Progress and attainment are tracked at least every half term and additional support is put in place to ensure that all pupils are making good progress. An analysis of the impact of provision is completed each half term.