

## Moon's Moat First School

### Use of Pupil Premium 2016-17 and review of expenditure

#### Pupil Premium allocation, use and impact on attainment - Report to Parents 2016/17

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.
- 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)	241
Total number of pupils eligible for PPG	76
% of school eligible for Pupil Premium	32%
Amount of PPG per pupil	£1320
Total amount of PPG received	£100, 320

\* Funding based on January census

Allocation of spending 2016/17		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 standard scores improved by the end of the programme. At the

		<p>start of the programme 13 children were identified as needing significant support. Following the programme only 6 children need to continue support into Year One. Average points scores across the 17 areas of learning increased from 31.9 to 33 from results at the end of 2016 to the results in 2017. 82% of the pupils were on track in the area of Understanding and on average children made 4.3 points progress (school deems 3 points progress to be good).</p> <p>The Language Link programme has continued to be used in Year One. School Phonics Check results were below the national average in 2017. However children who did not meet the check are in receipt of specific support.</p>
1 <sup>st</sup> 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>Several children across the school accessed the programme across the year. Some children completed the full programme and others dipped into parts of when specific misconceptions needed to be addressed. All children who took part in the programme made one points progress on the school's tracking system following taking part in the sessions. Teachers reported improved concentration and attitude towards Mathematics.</p>
1 <sup>st</sup> Class @ Number 2		
Additional intervention teacher, additional SENDCo release time, cost of additional HLTAs	<p>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</p>	<p>The additional teacher worked across KS1. This has had a significant impact on the cohort as specific misconceptions could be quickly addressed. Progress across and within KS1 was good. Pupils in Year Two achieved above the national and county averages in</p>

	<p>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.</p>	<p>reading, writing and maths. This was an increase in attainment on the previous school year. Progress across the school was good with specific interventions making a huge impact on progress of children in RAP groups. The additional SENDCo has ensured that more in depth tracking and analysis of data has taken place. This has resulted in pupil targets being tighter and more frequently measured. Children made good progress against their IPM targets.</p>
<p>Achievement for All (AfA) / Achieving Early</p>	<p>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.</p>	<p>School continued to work on improving the lives of its most vulnerable pupils with the AfA programme. School achieved Quality Lead status in the Summer term which recognised the work that the school is doing and the impact of action taken on the lives of the most vulnerable pupils in school. 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, offering Structured Conversation appointments three times a year to all parents of SEND children, strengthened links with other schools including on transition, increased pupil voice in school, the development of Achieving Early into the Early Years, improved data analysis and actions following findings and an improvement in the monitoring</p>

		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.	Five children accessed these sessions lasting approximately ten weeks each. On average children moved three Book Bands during the programme. These children on average made accelerated progress against the NC objectives using the school's assessment system. Four of the children in the programme had to revisit the Phonics Check and 3 of the 4 have now met the required standard. The child who did not meet standard improved her individual score by 22 points.
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.	Aspects of this programme were used with small groups of children or one to one during the year. The programme was not fully followed. Teachers reported improved attitudes and confidence towards Mathematics.
Write Dance	This is used for whole class or small group work to develop handwriting skills across the school. It supports children's balance and coordination skills to improve their fine motor control.	All staff were trained in using these resources to support children with fine and gross motor control issues. This resource was mostly used in the Foundation Stage. At the end of Reception 82% of pupils had met the ELG in Moving and Handling. Children made 3.7 points progress (School deems 3 points to be good).
Smart Moves	This is a package used to support pupils with motor coordination difficulties linked to the PE curriculum. It is used with groups and one:one.	All staff were trained in using these resources to support children with fine and gross motor control issues. This resource was mostly used in the Foundation Stage. At the end of Reception 82% of pupils had met

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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 provides 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.	30 three hour sessions were purchased from the LST this year which was accessed by 16 children and families. Progress was good for all children accessing the support and children made good progress against IPM targets. Working together with the LST ensures that targets set in school are specific and measurable.
SALT interventions (Speech and Language Therapy)	SALT service provides support in school for individual pupils with language and communication difficulties.	20 children accessed support from the SALT team this year. Pupils have been well supported with 1:1 support using materials specifically designed for them. Pupils have met their individual targets.
The Listening Project	This is support provided by the Speech and Language Therapy service. It involves the therapists working with staff and children to improve pupils' listening skills.	Reception children took part in 6 sessions in the Spring term. Children were assessed at the start and end of the project in their listening skills. In one class 24% of the children were deemed to have severe difficulties in listening with 66% having moderate difficulties. By the end of the intervention 4% had severe difficulties and 48% moderate difficulties. The listening scores

		<p>for the class increased from 8.98 to 11.10. In the other class 32% had severe listening difficulties and 37% had moderate difficulties. This reduced to 10% having severe difficulties and 3% moderate difficulties. Their average listening scores increased from 10.45 to 13.83. Overall the children showed an increased ability to listen and improved listening skills for the whole class population. There was a 25% increase in the listening scores for the children with the most severe difficulties and a 10% increase in the average listening scores for the classes. 82% of the children achieved the ELG or higher and the children made an average of 3.8 points progress across the year (school deems 3 points to be good progress).</p>
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 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	Parts of the programme were used with children in KS2 this year. The programme was used to

	<p>gap. Pupils work in small groups on fun, engaging writing tasks which reinforce basic skills, including spelling and grammar.</p>	<p>support the good work that was being done with Slow Writing techniques. Lesson observations, work trawls and pupil interviews showed that children had an improved understanding of grammatical concepts. They were able to improve their sentence types and structures. Children were more able to manipulate language. Evidence was seen in independent writing. School reviews of RAP groups show evidence of good progress.</p>
<p>Project X Code Reading</p>	<p>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.</p>	<p>11 children in Year Two were targeted for intervention using Project X Code. These children made an average age gain of 8 months during the 10 weeks they were taking part. 73% of those in the intervention went on to reach national average at SAT. 4 of the group had to revisit the Phonics Check with 50% meeting the standard in Year Two. In Year Three 6 children accessed the intervention and averaged moving two book bands during the programme. In Year Four 5 children accessed the programme and again progressed by two book bands during the programme. Teachers report improved phonics knowledge and application during the lessons following the intervention. Teachers and Teaching Assistants report an improved attitude to reading.</p>
<p>Write Away Together</p>	<p>This is a one:one intervention programme where an adult works with a child to edit a piece of their independent writing. The aim of the dialogue</p>	<p>Four children accessed this programme across the year from Year Two. The programme took about a term to complete with each child. All children were assessed at the start of the programme and at the end against</p>

	<p>is to help the child understand how they can improve their work at text, sentence and word level and to embed strategies that will improve children's independent writing.</p>	<p>20 aspects of writing skills. At the start of the programme on average children were not meeting 17 aspects of the writing skills with 3 having being met. At the end of the programme this had risen to 10.5 not being met with 9.5 being met. All children made good progress on the programme and school has individual record sheets demonstrating progress.</p>
Mental Health support	<p>The Wellbeing Toolkit - A training programme for staff to build knowledge and skills in supporting the emotional health and mental wellbeing of children and young people. Additional SEMH courses will be attended by staff to support running interventions for children with SEMH needs.</p>	<p>Staff have been introduced to the toolkit, and know that it provides them with information, strategies, activities, case studies and assessment tools. Key Stage leaders also have a copy of 'Practical Solutions for Managing Behaviour and Mental Health in Schools' booklet as a guide for teachers, to explain the rationale for a school's responsibility, teaching and learning styles that support positive mental health and some guidance on approaches to the main types of mental health problems. This has impacted on classroom practice as seen in lesson observations, learning walks and drop ins. It has also impacted on group interventions and how they are planned for, led and managed.</p>
Commando Joes	<p>Commando Joe's is an elite team of military veterans using their experience to help build character and confidence in schools across the UK. They work with groups of children to encourage cooperation, resilience, courage, team building</p>	<p>20 children took part in the project from Year 3. Staff noticed a difference in pupils' confidence and their willingness to try new tasks and activities. Unfortunately staffing was an issue for the team delivering the programme and children did not have continuity with provision. This resulted in the aims of the programme not being fully</p>

	and resourcefulness.	achieved.
Jimbo Fun	A resource used in school to support pupils with handwriting difficulties. It works on pre writing skills in order for children to catch up with their peers.	Children taking part in Jimbo Fun were scored on entry and exit. Children in Year 1, 2 and 4 were targeted. In Year One children made an average of 20 points progress, in Year Two they made 16 points on average and in Year Four they made 38 points. This was over the 5 month period in the programme. Teachers reported increased commitment to writing and increased stamina. Work trawls show that presentation across the school is good.
Lego Build to Express	This is an intervention for pupils with social, emotional and mental health needs to support children in developing their emotional understanding and vocabulary.	10 children (AfA, SEND and PP) in Year 2 accessed the Lego: Build to Express after school club. Each club member had their own Lego kit to build with, full of over 200 colourful bricks, accessories and minifigures to inspire and stimulate their creative thinking and imagination. Topics and themes covered included feelings, families, friendship, citizenship, teamwork, healthy living and futures. Parent feedback was positive, with comments about how the sessions had encouraged children to talk more at home, particularly about their feelings. In school, the kits were also trialled in use on a 1:1 basis, with pupils who found talking about their feelings difficult. Success was seen with pupils who have difficulty expressing their anger who are now better equipped to explore their emotions.
Curriculum enrichment	Enrichment activities are subsidised when needed for Pupil Premium children e.g.	All children from Reception to Year 4 went on educational visits during the year. The curriculum was also enriched for all year

	trips, visitors to school.	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. Parents were positive about the financial support they received towards visits.
General wellbeing	School provides support for pupils in crisis situations e.g. providing uniform, school meals, accessing holiday clubs for children in need 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.
Contingency to support arising needs	E.g additional support for pupils at breaktimes, emergency staff training, emergency support for pupils at home supported by school, suggested resources to support individuals etc.	School has supported many pupils and families during the year. For example: additional adults supporting children at playtime, additional adults supporting children in the classroom for short periods, accessing counselling sessions for children, paying for holiday play schemes, buying and sending home specific resources, paying for a school based Family Support Worker and Play Therapist to work with targeted families and children.

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 and a yearly summary will be published on our website.