

Moon's Moat First School

Use of Pupil Premium 2017-18 and review of expenditure

Pupil Premium allocation, intended use and impact on attainment - Report to Parents 2017/18

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 2017/18	
Total number of pupils on roll (Reception to Year 4)	234
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 2017/18		Review of impact
Nurture programme	School is employing a highly skilled teacher and teaching assistant to lead Nurture groups in school this year. Nurture groups	The Nurture provision was accessed by pupils from across KS1 and 2 this year. Children in Year One were targeted for more

	<p>are classes of between six and 12 children or young people from across the school supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning.</p>	<p>formal nurture support. 24% of the cohort was identified as needing additional SEMH support. The targeted pupils accessed the Shooting Star provision for 60% of the week. In these sessions pupils received both academic support and support with their social and emotional development. At the start of the intervention 40% of the pupils were working within Early Years curriculum in Reading, 30% in writing and 50% in Maths. By the end of the intervention all children were working within Year 1 expectations. The Boxall profile was used to assess the children's social and emotional development. Data analysis in school shows that children made exceptional progress in their developmental scores with all children working within high levels of difficulties at the start of the year to all pupils working within no apparent levels of difficulties by the end of the 3 terms. The diagnostic behaviours scores (behaviours that inhibit learning) decreased dramatically with 6 out of the 11 children assessed moving from high levels of difficulties to low or no</p>
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		<p>levels of difficulties across the year. Children in Years 2-4 accessed Some nurture sessions each week. Staff were well supported in extending nurture practice into their classrooms.</p>
<p>Language Link</p>	<p>These programmes include language screening assessment, fully planned and resourced small group interventions, supplementary teaching materials, provision maps and reports, support and advice from speech and language therapists for teachers and teaching assistants to use in the classroom and in intervention.</p>	<p>12 children in Reception took part in this programme following initial assessments of all of the children in the year group. There was an average of 13.3 points increase score from the initial test to the re test. Following the programme 67% of the pupils are deemed to no longer be in need of specific language support. The number of children scoring in the red severe zone was halved and number of children in the moderate zone was reduced by 50% 7 children in Year One accessed this support with an average increase score of 5.9 points. 71% of the children exited the programme needing no further intervention in this area. Language Link resources were also used by TAs and teachers to plan for intervention for some other children who needed some support. TAs from Early Years and KS1 supported those in KS2 in</p>

		delivering intervention support.
Cornerstone Family Support Worker	School employs a Family Support Worker to work with children and families across the school once a week during term time. Our Family Support Worker assists families who are experiencing short or long term problems, by offering practical help and emotional support. The aim of this is to enable parents to support their children at home and for the children to be emotionally able to learn.	23 families accessed support from the FSW over the year. Of these 23 families 61% are SEND pupils and 52% are in receipt of Pupil Premium funding. These families were supported throughout the year and some also accessed Targeted Family Support. The Family Support worker has supported families with access to CAMHS and medical appointments. The Family Support worker has worked with parents and children during her sessions. Parents have been positive about the service and the impact of her support. Parents of these pupils are engaging more with school.
1 st Class @ Number 1	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.	The 1 st Class @Number programmes were used in Year 2 and 3 this year. In Year 2 6 children accessed the programme. During the 6 month period they were involved in the programme the children made 12.8 months progress on average based on their age equivalent test scores at the start and end of the programme. On the school tracking system (SPTO) this was shown as 3.2 average points progress
1 st Class @ Number 2		

		<p>against National Curriculum objectives (3 points is average progress for a child across a year). 50% of the children achieved the expected standard in their SATs at the end of the year. 2/6 of the children went from Emerging EYFS to SATs Expected.</p> <p>In Year 3 four children accessed the programme over a 6 month period. On average they made 25.5 months progress from their age equivalent scores at the start and end of the programme. One pupil from this group was on track with age related expectations by the end of the year.</p> <p>Teaching resources from this intervention have been used to support other children where there have been misconceptions to address. The two HLTAs delivering these programmes have supported other members of staff in delivering maths interventions.</p>
<p>Additional SENDCo release time, cost of additional HLTAs</p>	<p>We employ additional HLTAs who work with pupils across the school. They support work on basic skills in order to close the gap between underachieving pupils and their peers. In addition they works with more able pupils to challenge and extend their</p>	<p>Progress across the school was good with specific interventions making a huge impact on progress of children in RAP groups. See in school tracking analysis and Raising Attainment Plan reviews (RAPs). The additional SENDCo has</p>

	<p>learning so that they fully reach their potential.</p>	<p>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. The additional SENDCo has also been used to lead the nurture provision (see above) and has supported many parents and families. Staff and parents have benefited from her being more readily available to be able to support them as needs have arisen.</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 has continued to work with the AfA coach over the year. The School Champion and Coach have worked together on pupil voice and ensuring the most vulnerable pupils have their say about their learning and their needs. The Coach has also shared valuable online resources through the AfA website to support school. These resources have been shared with staff. Two teachers have also been trained to deliver Structured Conversations. All parents of AfA children, SEND children, new children to the school or vulnerable children have been invited to three Structured Conversation</p>

		longer parent meetings over the year.
Precision Teaching	<p>Precision Teaching involves short one minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can. It is not in fact 'teaching' in the full sense but is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic. Carefully designed tasks allow children to practise key skills until they are fluent. This is one:one support with a teaching assistant.</p>	<p>Additional TA hours have been used to work 1:1 with children on specific targets. Children have made good progress with their individual targets and have shown they are able to apply what has been practised in independent activities.</p>
Fine and gross motor control groups	<p>School will use various resources to promote development of motor skills including Jimbo Fun, Write Dance and Smart Moves. These are used for whole class or small group work to develop handwriting skills across the school. They support children's balance and coordination skills to improve their fine motor control. An after school club also runs for children who are identified as needing support in this area.</p>	<p>The Jimbo Fun intervention was formally followed by a group of children in Reception and Year One. Other children in other year groups accessed the resources but did not follow the full programme. In Reception 11 children followed the Jimbo Fun programme in small groups or 1:1. The children showed an average of 30 points improvement in their scores from the beginning to the end of the programme. 4/11 of the children were ready</p>

		<p>to exit the programme fully by the end of the sessions scoring within expected ranges. 4/11 of the pupils achieved Expected in the area of Moving and Handling and on average the group made 4.1 points progress in this area on the school's tracking system. 4/11 of the pupils involved achieved Expected in the area of Writing and the group made an average of 4.2 points progress in this area on the school's tracking system. This shows accelerated progress for the children in these areas.</p> <p>In Year One 11 children accessed the Jimbo Fun programme in small groups or 1:1. 9/11 children were deemed to be working within the expected range for their ages by the end of the programme with the children making 21.8 points progress in the programme from the start to the end. The two children who were not deemed to working within this range were one point away! 2/11 children were on track for writing by the end of the year. 9 of these children also accessed an after school club (Fancy Fingers) where staff developed fun activities to support</p>
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		<p>fine and gross motor control.</p> <p>Write Dance and Smart Moves resources were frequently used by Nursery staff as whole class activities. Other classes across the school also accessed these resources as whole class activities or for small group interventions when needed.</p>
Nessy resources	<p>School purchases resources from Nessy to run interventions to support pupils who learn differently particularly in the areas of reading and writing. This intervention is aimed at children with dyslexic tendencies to develop their English skills using an internet or computer based approach to learning.</p>	<p>Resources from Nessy were used with children in Year 4 displaying possible signs of Dyslexia. School plans to purchase more of these resources and develop staff knowledge of Dyslexia in 2018-19.</p>
Additional hours purchased for Learning Support Team intervention programmes (LST)	<p>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.</p>	<p>8 children accessed support from the Learning Support Team over the year. This included the team meeting with staff and writing detailed reports and specialist guidance to support staff to meet the children's needs. Progress on the school's tracking system (SPTO) shows variable progress for these children but they made very good progress against their individual IPM targets with all targets being achieved or partially achieved.</p>

<p>SALT interventions (Speech and Language Therapy)</p>	<p>SALT service provides support in school for individual pupils with language and communication difficulties.</p>	<p>Pupils have been well supported with 1:1 support using materials specifically designed for them. Pupils have met their individual targets.</p>
<p>Specific support from Occupational Therapy</p>	<p>School aims for an Occupational Therapist to deliver training for staff in the area of DCD. This will provide practical strategies for staff to use in the classroom to support pupils with fine and gross motor control difficulties. Following the training TAs will be equipped to run support interventions for pupils.</p>	<p>All teaching staff and some TAs attended training from Occupational Therapists about DCD and how to support pupils who struggle with coordination. This has led to a greater understanding of how children with DCD difficulties learn and access tasks and how to support them in class. Additional resources have been purchased since the training e.g. further pen and pencil grips, writing slopes etc. Some children have been referred for OT support through school.</p>
<p>The Listening Project</p>	<p>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.</p>	<p>All of the Reception children took part in the Listening Project. Staff were present in all sessions and therefore learnt from the teaching of the therapists. In one class the children's listening scores increased from 44% having severe listening difficulties and only 20% having adequate listening skills to only 8% having severe listening difficulties with 92% showing adequate listening skills.</p>

		In the other class 26% of the class were deemed to have severe listening difficulties at the start of the intervention with 70% having adequate listening skills. By the end of the programme 5% of the children were assessed as having severe listening difficulties with 95% of the children demonstrating adequate skills.
Pyjama Drama	Pyjama Drama delivers drama classes for Reception-Year Two children across the year. The classes aim to develop communication and language skills, concentration, social and motor skills.	All Reception children took part in Pyjama Drama sessions for two terms. Teachers reported an increase in pupil confidence and their listening and imaginative skills.
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. See reviews of Raising Attainment Plans each half term in school.
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.	Project X Code was used in Year 2 and 3 this year. 11 children in Year 2 accessed the programme. On average the children made 11.6 months progress in their Phonic age and 12.7 months progress in their Sentence Reading age. On average the children made 3.2 points progress on the school's tracking system against National

		<p>Curriculum objectives.</p> <p>18% of the children reached the expected standard at SATs. These two children were at EYFS Emerging in Reading and accelerated to SATs EXP standard.</p> <p>In Year 3 four children accessed the programme. On average the children made 12 months progress in their Book Bands and all children had moved two book bands in 6 months.</p>
Write Away Together	<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 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>This intervention was used with Year 2 children. 6 children accessed the programme with 5/6 (83%) reaching the expected standard in writing in their SATs scores. On average these children made 3.8 points progress on the school's tracking system showing accelerated progress. Four of these six children were EYFS Emerging at the end of Reception and reached SATs expected by the end of the year.</p>
Mental Health support	<p>Staff training is planned to support staff with aspects of SEMH across the school. Additional support is put in place for pupils to follow programmes based on the Wellbeing toolkit and advice from professionals. Additional SEMH courses will be attended by staff to support running interventions for children with SEMH</p>	<p>School has accessed support from the PRU Outreach Service to support pupils with SEMH difficulties. This has supported pupils in working with their emotions and helped staff to understand the children's needs and how best to support them. The service has also worked with parents. The staff</p>

	needs. School accesses support from other professionals as needed e.g. Play Therapists.	trained in the Nurture programme have supported staff across the school with Nurture provision in their classroom and supporting needs.
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.	See fine and gross motor control groups above.
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.	34 children accessed the Lego Build to Express programme. Staff reported progress in the children managing their feelings and emotions. Improvements were also seen in these areas for children where Boxhall profiles were completed.
Curriculum enrichment	Enrichment activities are subsidised when needed for Pupil Premium children e.g. trips, visitors to school.	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. Parents were positive about the financial support they received towards visits.
General wellbeing	School provides support for pupils in crisis situations	School has subsidised the cost of school uniform

	e.g. providing uniform, school meals, accessing holiday clubs for children in need, school clubs etc.	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. Clubs are free for all Pupil Premium children.
Contingency to support arising needs	E.g additional support for pupils at break times, 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 and lunchtimes, additional adults supporting children in the classroom for short periods, accessing counselling sessions for children, buying and sending home specific resources, paying for a school based therapists to work with targeted families and children.

School regularly monitors the impact of provision and Raising Attainment Plans 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 school keeps detailed records and analysis of provision and pupil progress. This is not an exhaustive list and Pupil Premium may be spent in additional ways as school needs change across a year.