

## Moon's Moat First School

### Use of Pupil Premium 2018-19

Pupil Premium allocation, intended use and impact on attainment - Report to Parents  
2018/19

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 2018/19	
Total number of pupils on roll (Reception to Year 4)	215
Total number of pupils eligible for PPG*	70
% of school eligible for Pupil Premium	29%
Amount of PPG per pupil*	£1,320
Total amount of PPG received*	£92,400

\* Funding based on January census

Allocation of spending 2018/19	Reason for the programme	Intended impact
Nurture provision	School is employing a highly skilled teacher and teaching assistant to lead Nurture groups in school this year.	To improve emotional resilience in children. To address social and emotional needs in children

	<p>Nurture groups 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>and to support staff in dealing with these issues in the classroom. To show significant improvements in Boxall Profile scores from the start to the end of the programme.</p>
<p>Language Link / SALT resources and interventions / Practical Prepositions and Pronouns</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. School has also purchased Practical Prepositions and Practical Pronouns which are interventions which will be led by the SENDCo. SALT service provides support in school for</p>	<p>To address speech and languages needs in children and to support adults in school to ensure that provision meets individual needs. To show significant improvements in Language Link assessment scores.</p>

	individual pupils with language and communication difficulties.	
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.	To enable parents to support their children at home and for the children to be emotionally able to learn.
1 <sup>st</sup> 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.	To address gaps in learning in number across the school. Pupil Progress to exceed 3 points on the school's tracking system over the year and for age gains in the programme's assessment tool to show significant progress.
1 <sup>st</sup> Class @ Number 2		
Additional SENDCo release time, cost of additional HLTAs	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 work with more able pupils to challenge and extend their learning so that they fully reach their potential.	To enable the SENDCo and other staff to address learning needs and close attainment gaps. Children in these groups to exceed 3 points progress on the school's tracking system. To enable the SENDCo to support staff and parents to address learning and behaviour needs.
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	To close the attainment gap between vulnerable pupils and their peers. To break down barriers between school and home.

	vulnerable pupils.	
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>	To address gaps in learning across the school.
Fine and gross motor control groups / Jimbo Fun	<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. Jimbo Fun is a resource used in school to support pupils with handwriting difficulties. It works on pre writing skills in order for</p>	<p>To improve fine and gross motor control skill sin children. Improvements seen in Moving and Handling FSP scores and in writing across the school. To demonstrate significant improvements in assessment scores using the Jimbo Fun programme.</p>

	children to catch up with their peers.	
Nessy resources	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.	To address gaps in learning across the school. Staff to gain a greater understanding of Dyslexia and how to support pupils in school.
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.	To address gaps in learning across the school.
PRU (Pupil Referral Unit) Outreach Support Service	School is accessing additional training and support from PRU specialist teachers to help support children with emotional and behavioural difficulties which are a barrier to learning. Staff from the PRU are working with teachers, TAs and individual pupils.	To support pupils with behavioural difficulties in school to ensure they are able to learn. To remove behaviour difficulties as a barrier to learning. To support staff in how best to support children who display more challenging behaviours in the classroom.
Specific support from NHS services to develop understanding and awareness of children with specific needs.	School will be working with the Paediatric Occupational Therapy service to access training courses for the whole staff e.g. sensory processing disorders.	To address specific learning needs in school so that all children make good progress. To improve staff knowledge about specific conditions affecting children in school and how to support them in the classroom.
The Listening Project	This is support provided by the Speech and Language	To improve Communication and Language skills of

	Therapy service. It involves the therapists working with staff and children to improve pupils' listening skills.	children in Reception. To demonstrate significant improvements in C&L assessments.
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.	To address gaps in learning across the school. Children in intervention groups to make better than expected progress using the school's tracking system.
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.	To address gaps in learning in phonics and reading across the school. Pupil Progress to exceed 3 points on the school's tracking system over the year and for age gains in the programme's assessment tool to show significant progress.
Write Away Together	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.	To address gaps in learning in writing across the school. Pupil Progress to exceed 3 points on the school's tracking system over the year and for age gains in the programme's assessment tool to show significant progress.
Numicon intervention	An intervention led by specialist teachers or TAs using Numicon to develop number knowledge and fluency. This is aimed at all age groups across the school from KS1-2.	To address gaps in learning in number across the school. Pupil Progress to exceed 3 points on the school's tracking system over the year and for age gains in the programme's assessment tool to show

		significant progress.
Rapid recall spelling	Intervention for spelling aimed at children with Literacy difficulties. This will be led by specialist teachers or TAs to target phonics and spelling across the school.	To address gaps in learning in phonics across the school. Pupil Progress to exceed 3 points on the school's tracking system over the year and for age gains in the programme's assessment tool to show significant progress. Phonics tracking in school to show good progress.
Mental Health support	Further staff training and support 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 needs. School accesses support from other professionals as needed e.g. Play Therapists.	To improve emotional resilience in children. To address social and emotional needs in children and to support staff in dealing with these issues in the classroom.
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.	To improve emotional resilience in children. To address social and emotional needs in children and to support staff in dealing with these issues in the classroom.
Jigsaw PSHE resource	School has purchased the Jigsaw scheme of work across the school to work on social and emotional aspects of learning and to foster good relationships amongst	To improve emotional resilience in children. To address social and emotional needs in children and to support staff in dealing with these issues

	all children.	in the classroom.
National School Breakfast Programme	The National School Breakfast Programme will give school a start-up grant for equipment and also free food for 4 terms. School will pay for the cost of staff to prepare and serve food each morning which will be offered to every child. Staff will ensure that food is available to children who are late in the mornings and school will feed the whole family if analysis of take up shows it is needed.	To ensure that no child starts the school day too hungry to learn.
Curriculum enrichment	Enrichment activities are subsidised when needed for Pupil Premium children e.g. trips, visitors to school. School will also pay for additional clubs and after school activities for Pupil Premium children (not sports activities - see Sports Premium spending).	To ensure money and income are not barriers to the opportunities children access in school.
General wellbeing	School provides support for pupils in crisis situations e.g. providing uniform, school meals, accessing holiday clubs for children in need, school clubs etc.	To ensure that school can support families and children in need.
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.	To ensure that school can support families and children in need.

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 a yearly summary will be published on our website. This is not an exhaustive list and Pupil Premium may be spent in additional ways as school needs change across a year.