

Moulsham Junior School
Pupil premium grant expenditure Review 2016-17

Overview of the school	
Total number of pupils on roll	597
Total number of free school meal pupils (FSM)	78
Amount of funding received per FSM pupil	£1320
Total number of Looked After Children (LAC) *Pupil left during the academic year	1*
Amount of funding received per LAC pupil	£1,400
Total number of service family pupils	0
Amount of funding received per Service family pupil	-
Total amount of funding received (inc carry forward)	£141,455

Summary of funding spending 2016-17
<p>Objectives in spending funding:</p> <ul style="list-style-type: none"> • External support for vulnerable families (Relate counselling services) • Internal support for vulnerable families (learning mentor) • Increased engagement of parents for: <ul style="list-style-type: none"> ○ Attendance ○ Reduced lateness • Support vulnerable children to achieve expected standards and progression • Speedy intervention to fill the 'gaps' in mathematical knowledge • Improved engagement with mathematics outside of school • Supporting children's social skills • Transition support for vulnerable Y3 and Y6 pupils • Increased access to OOSHL through funding • Increase of range of OOSHL clubs • Increased teacher skill and knowledge to support pupils

Record of spending by item 2016-17

When talking about groups of children they are the ones taking part in the intervention or PP children

Item/Project	Planned Cost	Objective	Outcomes (updated each term)
Weekly art therapy & Resources	£2500	<ul style="list-style-type: none"> Reduce behaviour incidents Positive engagement in school Positive social interactions 	Please see below for separate report
Craft & cookery club	£1300	<ul style="list-style-type: none"> Positive transition into Y3 Positive transition into Y7 Increased enjoyment with school 	Please see autumn term report below
Resources	£450	<ul style="list-style-type: none"> Increase self-esteem and confidence Increase social skills Increased friendship groups 	
LSA apprentice	£6300	<ul style="list-style-type: none"> Enhanced provision for under achieving vulnerable Y3 Support to allow more children to access non-sports clubs Creation of non-sports based OOSHL 	Lego club support for the academic year, reaching 100 pupils Art club to run for Year 3+4 from Summer term Social/emotional interventions are having a positive impact on children across the school (see reports below)
Short term writing boosters	£500	<ul style="list-style-type: none"> Improve the standard of writing over one term Improve confidence and engagement by pre-teaching (Y5) 	<ul style="list-style-type: none"> Year 3- 70% made at least expected progress, 60% made accelerated Year 5-100% of the children made accelerated progress across the writing boosters
Learning Mentor	£24,800	<ul style="list-style-type: none"> Support children including <ul style="list-style-type: none"> School refusers Social problems BESD Developing links with hard to reach parents Additional CP officer Improve attendance for targeted children Reduction in behaviour incidences/friendship issues 	Attendance for Autumn 1 97.8% Attendance for Autumn 2 96.9% Attendance for Autumn 97.3% Attendance for Autumn for pupil premium 96.6% Attendance for Spring 1 96.7% Attendance for Spring 2 97.2% Attendance for Spring 97.0% Attendance for Spring for pupil premium 95.6% Attendance for Summer 1 98% Attendance for Summer 2 97.4% Attendance for Summer 97.7% Attendance for Summer for pupil premium 96.3% Attendance for 2016-17 97.3% Attendance for 2016-17 for pupil premium 96.4% <ul style="list-style-type: none"> Improvement in attendance for pupil premium children: <ul style="list-style-type: none"> Child A Autumn 86.3% Spring 92.3% Summer 93.7% Child B Autumn 69.9% Spring 71.3% Summer 73.7% Child C Autumn 90.4% Spring 90.7% Summer 92.6%

			<ul style="list-style-type: none"> ○ Child D Autumn 91.8% Spring 92.3% Summer 94.2%
Focused Year 6 homework club	No cost	<ul style="list-style-type: none"> • Support for children with little/no support at home • Targeted at key children to ensure support for in class work 	Children are verbally appreciative of this homework club but there is very limited attendance for this club.
1:2 and small group tuition	£34000	<ul style="list-style-type: none"> • Increasing children's love of writing and/or numeracy • Increase of key skills for individual children • Increase in confidence of pupils own skills • Increasing progress in numeracy or writing level • Increasing children's love of writing and/or numeracy through engaging with ICT • Increase in collaborative working and mutual support for children 	<p><u>Autumn Year 6</u> 100% children made at least expected progress in writing, 65% made accelerated progress 87% children made at least expected progress in reading, 87% made accelerated progress 100% children made at least expected progress in maths, 78% made accelerated progress</p> <p><u>Spring Year 5</u> 92% children made at least expected progress in writing, 47% made accelerated progress 97% children made at least expected progress in reading, 38% made accelerated progress 88% children made at least expected progress in maths, 40% made accelerated progress</p> <p><u>Summer Year 4</u> 100% children made at least expected progress in writing, 68% made accelerated progress 100% children made at least expected progress in reading, 29% made accelerated progress 72% children made at least expected progress in maths, 22% made accelerated progress</p> <p><u>Summer Year 3</u> 79% children made at least expected progress in writing, 29% made accelerated progress 83% children made at least expected progress in reading, 25% made accelerated progress 100% children made at least expected progress in maths, 38% made accelerated progress</p>
HLTA Interventions	£12200	<ul style="list-style-type: none"> • Quick short term interventions • Fill the knowledge 'gaps' in mathematics and phonics • Increase fluency and regularity in reading 	<p><u>Autumn 1:</u> Year 3</p> <ul style="list-style-type: none"> ○ Year 3 maths group 65% made at least expected progress, 26% made accelerated ○ Year 3 Writing group 60% made at least expected progress, 30% made accelerated ○ Year 3 Phonics group 72% made at least expected progress, 6% made accelerated progress <p>Year 4</p> <ul style="list-style-type: none"> ○ Y4 writing group 100% made at least expected progress 53% made accelerated ○ Y4 reading group 100% made at least expected progress 25% made accelerated <p>Year 5</p> <ul style="list-style-type: none"> ○ Y5 Writing group 87% made at least expected progress and 50% made accelerated progress ○ Y5 phonics group 100% made at least expected progress and 60% made accelerated progress <p>Year 6</p> <ul style="list-style-type: none"> ○ Y6 Toe by Toe 100% made at least expected progress, 45%, made accelerated ○ Y6 Power of 2 94% made at least expected progress,

82%, made accelerated

Autumn 2:

Year 3

- Year 3 maths group 93% made at least expected progress, 67% made accelerated
- Year 3 Writing group 93% made at least expected progress, 62% made accelerated
- Year 3 Phonics group 61% made at least expected progress, 42% made accelerated progress

Year 4

- Y4 writing group 97% made at least expected progress 93% made accelerated
- Y4 reading group 95% made at least expected progress 84% made accelerated
- Y4 RWI group 71% made at least expected progress, 71% made above expected progress

Year 5

- Y5 Writing group 75% made at least expected progress and 56% made accelerated progress
- Y5 phonics group 100% made at least expected progress and 100% made accelerated progress

Year 6

- Y6 Toe by Toe 50% made at least expected progress, 10%, made accelerated
- Y6 Reading 48% made at least expected progress, 13%, made accelerated
- Y6 Power of 2 53% made at least expected progress, 18%, made accelerated

Spring

Year 3

- Y3 RWI group 100% made at least expected progress, 0% made above expected progress

Year 4

- Y4 writing group 69% made at least expected progress 42% made accelerated
- Y4 reading group 93% made at least expected progress 79% made accelerated
- Y4 RWInc writing group 84% made at least expected progress 56% made accelerated

Year 5-From September

- Y5 Writing group 94% made at least expected progress and 75% made accelerated progress
- Y5 phonics group 60% made at least expected progress and 40% made accelerated progress

Year 6

- Y6 Reading 92% made at least expected progress, 31%, made accelerated
- Y6 Arithmetic group 89% made expected progress and 22% made accelerated progress

Summer

Year 3

- Y3 RWI group 42% made at least expected progress, 8% made above expected progress

Year 4

- Y4 writing group 88% made at least expected progress 76% made accelerated
- Y4 reading group 93% made at least expected progress 86% made accelerated
- Y4 RWInc writing group 100% made at least expected progress 83% made accelerated

Year 5

- Y5 phonics group 60% made at least expected progress and 40% made accelerated progress
- Y5 Writing group 81% made at least expected progress and 69% made accelerated progress

Year 6

			<ul style="list-style-type: none"> ○ Y6 Reading 100% made at least expected progress, 85%, made accelerated ○ Y6 Arithmetic group 92% made expected progress and 64% made accelerated progress
Quiet space resources	£100	<ul style="list-style-type: none"> • Positive transition into Y3 • Increased enjoyment with school • Increase self-esteem and confidence • Increase social skills • Increased friendship groups • A safe, quieter place for Y3 children to be 	Not spent, resources from previous year used
Coaching and Boosting	£32800	<ul style="list-style-type: none"> • Increase teacher effectiveness • Increase subject knowledge • Improved outcomes for children in literacy and numeracy 	<ul style="list-style-type: none"> • Autumn 1 <ul style="list-style-type: none"> ○ Year 3 intervention 86% have made at least expected progress, 30% have made accelerated progress. • Autumn 2 <ul style="list-style-type: none"> ○ Year 3 intervention 84% have made at least expected progress, 47% have made accelerated progress. • Spring <ul style="list-style-type: none"> ○ Spring 2 only-Year 6 writing booster 92% of children made expected progress and 42% made accelerated progress ○ Year 6 maths booster 97% of children made expected progress and 29% made accelerated progress ○ Spring 2 only-Year 6 reading booster 83% made expected progress and 17% made accelerated progress • Summer <ul style="list-style-type: none"> ○ Year 6 writing booster 58% of children made the expected level ○ Year 6 maths booster 88% of children made the expected level ○ Year 6 reading booster 100% made the expected level • Staff who have been in receipt of coaching have all demonstrated increased subject knowledge, a wider range of skills and strategies within the classroom and increased performance
Support with educational visit costs	£1253	<ul style="list-style-type: none"> • Allow children a range of experience outside of their normal experiences • Give children opportunities outside of the classroom 	<ul style="list-style-type: none"> • Children had positive experiences • Teachers reported increased confidence and self-esteem during these trips. • Increased engagement with linked work from the trips
Lunchtime Games resources	£1000	<ul style="list-style-type: none"> • Increase self-esteem and confidence • Increase social skills • Increased friendship groups • Reduction in behaviour incidences at lunchtime • Responsibilities for Y6 to lead & manage younger children 	<ul style="list-style-type: none"> • Behaviour incidences have decreased overall from the previous year • More engagement from the pupils with the MDA team • Peer mediator team being consistently used by the children

Power of 1 and Power of 2 books/ Times tables	£1200	<ul style="list-style-type: none"> • Increased speed in core number skills • Increased mathematical skills • Parental/School links 	<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> ○ Year 3 group 81% made at least expected progress, 15% made accelerated ○ Y4 group 95% made at least expected progress 45% made accelerated ○ Y5 group 100% made at least expected progress 95% made accelerated ○ Y6 group 94% made at least expected progress, 82%, made accelerated <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> ○ Year 3 group 85% made at least expected progress, 52% made accelerated ○ Y4 group 100% made at least expected progress 91% made accelerated ○ Y5 group 100% made at least expected progress 95% made accelerated ○ Y6 group 53% made at least expected progress, 18%, made accelerated <p><u>Spring</u></p> <ul style="list-style-type: none"> ○ Year 3 84% made expected progress and 26% made accelerated progress ○ Year 4 85% made expected progress and 67% made accelerated progress ○ Year 5 100% made expected progress and 100% made accelerated progress ○ Year 6 Spring 2-100% made expected progress, 75% made accelerated progress <p><u>Summer</u></p> <ul style="list-style-type: none"> ○ Year 3 90% made expected progress and 36% made accelerated progress ○ Year 4 85% made expected progress and 63% made accelerated progress ○ Year 5 100% made expected progress and 95% made accelerated progress
Relate counselling	£3950	<ul style="list-style-type: none"> • External support • Support for children and families 	<ul style="list-style-type: none"> • Offered to 11 families • Take up by 9 families • 3 recipients of mentoring • Bereavement counselling accepted
Lynx Tablets	£6110 (purchased from previous budget)	<ul style="list-style-type: none"> • Support for dyslexic children • Support for children who find writing difficult • Improved confidence and participation in writing 	<ul style="list-style-type: none"> • Consistently used for Success Maker in class (see impact below)
Online maths programme (Success Maker)	£2950	<ul style="list-style-type: none"> • Increase parental support for mathematics • Give access to resources outside of school • Filling any 'gaps' in mathematical knowledge • Develop fluency in mathematics 	<ul style="list-style-type: none"> • Sessions carried out, will only run 3+4 during lunch next year because of reluctance of Y5+6 pupils • Integrity of system not as stable as expected • Good progress seen across class and test but gains not as high as expected on computer programme • Will continue next year as there is no cost but alternatives are being investigated <p>Children who completed SM at lunchtime:</p> <ul style="list-style-type: none"> • Y3 92% of children made the expected progress in maths • 17% made accelerated progress in maths • Y4 93% of children made the expected progress in maths • 67% made accelerated progress in maths • Y5 86% of children made the expected progress in maths

			<ul style="list-style-type: none"> • 86% made accelerated progress in maths • Y6 83% of children made the expected progress in maths • 50% made accelerated progress in maths
Online reading programme (Success Maker)		<ul style="list-style-type: none"> • Increased comprehension skills • Increased confidence with comprehension questions • Increased regular reading 	<ul style="list-style-type: none"> • Autumn 2 <ul style="list-style-type: none"> ◦ Year 3 78% made expected progress and 56% made accelerated progress • Spring 1 <ul style="list-style-type: none"> ◦ Year 4 77% made expected progress and 39% made accelerated progress • Summer <ul style="list-style-type: none"> ◦ Year 4 87% made expected progress and 53% made accelerated progress • This programme has generally been used for specific focus children across the school rather than groups and as such the data is not statistically significant for most year groups
Focused maths intervention (Success @arithmetic)	£6800	<ul style="list-style-type: none"> • Develop recall of key facts • Fluency in mathematics • Children having a secure range of strategies for calculation and arithmetic 	<ul style="list-style-type: none"> • Autumn 2 <ul style="list-style-type: none"> ◦ 100% made expected progress and 100% made accelerated progress • Spring <ul style="list-style-type: none"> ◦ 100% made expected progress and 100% made accelerated progress • Using a standardised maths scoring diagnostic tool the average maths gain was 13 months over a 5 month period <ul style="list-style-type: none"> ◦ Maximum progress was 22 months
Progress across the year groups. <i>NB: For Y5+6 some children were unable to make 6 steps within their year group banding-all those children have achieved an s+. The percentages are out of the children who were able to make 6 steps</i>	<p>Pupil Premium Children Progress across 2016-17</p> <p>Y3</p> <ul style="list-style-type: none"> • 100% progressed by 6 step or more this academic year in reading. • 21% made accelerated progress • 100% progressed by 6 step or more this academic year in writing. • 36% made accelerated progress • 93% progressed by 6 step or more this academic year in maths • 31% made accelerated progress • 95% of pupils progressed by 6 step or more overall • 26% made accelerated progress <p>Y4</p> <ul style="list-style-type: none"> • 88% progressed by 6 step or more this academic year in reading. • 56% made accelerated progress • 94% progressed by 6 step or more this academic year in writing. • 75% made accelerated progress • 88% progressed by 6 step or more this academic year in maths • 63% made accelerated progress • 90% of pupils progressed by 6 step or more overall • 65% made accelerated progress 		

Y5

- 84% progressed by 6 step or more this academic year in reading.
- 32% made accelerated progress
- 76% progressed by 6 step or more this academic year in writing.
- 40% made accelerated progress
- 72% progressed by 6 step or more this academic year in maths
- 50% made accelerated progress
- 77% of pupils progressed by 6 step or more overall
- 41% made accelerated progress

Y6

- 100% progressed by 6 step or more this academic year in reading.
- 63% made accelerated progress
- 95% progressed by 6 step or more this academic year in writing.
- 45% made accelerated progress
- 77% progressed by 6 step or more this academic year in maths.
- 36% made accelerated progress

SATs results and progress from Keystage 1 to Keystage 2**Pupil Premium Children (22)**

Subject	Teacher Assessment	SATs results	National %	Progress score	National average progress score	Average scaled score	National Average scaled score
Reading	68%	68%	77%	-2.24	+0.33	104	104
Writing	64%	Not applicable	Not applicable	-2.62	+0.17	Not available	Not applicable
EGPS	Not applicable	64%	81%	Not applicable	Not applicable	103	106
Maths	64%	64%	80%	-4.38	+0.28	103	104

All Children

Subject	Teacher Assessment	SATs results	National %	Progress score	Average scaled score	National Average scaled score
Reading	88%	83%	71%	-0.59	106	104
Writing	82%	Not applicable	76%	-0.91	Not applicable	Not applicable
EGPS	Not applicable	82%	77%	Not applicable	108	106
Maths	79%	81%	75%	-1.44	106	104

Total funding received	£141,000
Total funding spent	£133,000
Funding remaining	£8,000

Class	Progress / Outcomes
Year 3	Over sessions, he became settled within the peer group and by the end of the term he was always very enthusiastic to come to the group and worked hard in the tasks given to him.
Year 3	By the third session, he had settled into the dynamics of the group and has begun to demonstrate teamwork and more precise communication skills during pair work.
Year 3	Her communication skills improved and by the end of the third session she appeared a lot more engaged in the intervention.
Year 3	She really enjoyed playing 'Listening artists' and demonstrated self-reflection on how the final outcome could have been more accurate if more effective communication skills had been adopted.
Year 3	His independent work is of a good quality, demonstrating a real understanding of friendship building.
Year 4	He has been able to reflect on strengths and what could have been done better during a paired task ('Listening Artists'), displaying an understanding of the importance of good communication skills. He has become a smiley chatty character in the group.
Year 4	He has noticeably become more relaxed and open about discussing his ideas on the relevant topics.
Year 4	She has shown a strong awareness of what it means to be a good friend, and is keen to share her ideas with the group. Her confidence has grown; she brought in a piece of writing and drawings from home to share with the group.
Year 4	Her positive attitude brought the group together and she has demonstrated good teamwork, helping her peers when they get stuck on an activity.
Year 5	She has become more aware of turn taking in conversations. She is keen to share her ideas within topic discussions and is always able to identify a positive thought for the day.
Year 5	He demonstrated a good understanding of friendship building, and what may be damaging to a friendship.
Year 5	She is also very aware of turn taking within a conversation, and will usually put up her hand before speaking. She contributes valuable points to discussions and will help others within the group.
Year 5	Has begun to identify a positive thought for the day and can be very enthusiastic to discuss whatever it may be.
Year 6	When working 1:1, she will open up more about her ideas and feelings.
Year 6	She presents herself with confidence when making contributions to group discussions, and seems to have good friendships with the other members of the group.
Year 6	Through minimal prompting, he is always able to identify a positive thought for the day. He always tries hard to do his best during independent work.
Year 6	He always arrives at each session with a positive attitude and is enthusiastic to make his contributions to the topic of discussion, as well as talk about his own interests.

LSA Social Skills Spring Outcomes

Class	Progress / Outcomes
Year 3	Has come out of their shell after each session, displaying an ability to think independently as well as work alongside others.
Year 3	Discussing and understanding emotions better.
Year 3	Has opened up about what has made her happy and what has made her sad
Year 3	Increased confidence and now frequently offers his own ideas in group discussions and will ask topical questions to help their understanding and completion of activities.
Year 4	He will celebrate his victories when he completes a piece of work independently.
Year 4	Keen to assist his peers when they need help, explaining and rephrasing.
Year 4	Increased confidence in his abilities and produces some creative work to a good quality.
Year 4	Demonstrates good communication skills such as maintaining eye contact, waiting for their turn to speak and responding appropriately.
Year 4	She is always confident to share her ideas and explore the topic of each week. She will pay attention to what other members of the group have to say and will be encouraging of them.
Year 5	Keen to share positive parts about life outside of school and understands when it is time to move on and focus on the task set.
Year 5	Improving in sharing and turn taking
Year 5	An enthusiastic member of the group. Will produce some creative responses during topical discussions and will encourage others in their own work.
Year 5	A key contributor to group discussions and will produce some detailed and creative work.
Year 5	Formulates some good ideas for each topical discussion and is improving in their positive attitude
Year 6	Completes work with confidence and will help others too, is keen to talk about personal interests and understands when the group has moved on and that it is time to listen.
Year 6	She enjoys being creative and completing activities where she can express herself. She displays clear pride when she completes a piece of work.
Year 6	Now displays a good ability to think independently and share these ideas, building upon the ideas of others.
Year 6	Listens to the initial input and waits his turn to speak, holding eye contact when he does so.

LSA Social Skills Summer Outcomes

Class	Progress / Outcomes
Year 3	He understands the importance of turn taking a lot more than he did at the start of this intervention, and will put up his hand when he wants to comment on another child's idea.
Year 3	She is enthusiastic about every task that we do (going above and beyond the objectives), and is a deep inquirer into the meaning behind what people are saying, doing and feeling. She has opened up about her own experiences and opinions and will encourage others to do the same. I feel her self-esteem has greatly improved over the course of this term.
Year 3	His use of maintaining eye contact has greatly improved over the course of the intervention. He settles quickly and is focused on the task set to him.
Year 4	He is enthusiastic which brings the group dynamics together as he encourages others when they find a task tricky. He still requires some prompting to listen when the group has moved on but this has greatly improved. He links his own ideas and experiences to group discussions to make relevant contributions.
Year 4	He has come leaps and bounds in his self-confidence. He will share his ideas with the group when prompted and participate in pair discussions. He is willing to have a go and persevere with tasks he may find tricky, such as answering questions about himself.
Year 4	She can be quite quiet but once settled into the group she will volunteer her ideas in group discussions. She is able to identify the positive things about herself and encourages others to do too.
Year 4	He can take a little while to settle but demonstrates real commitment to doing well on tasks set for him.
Year 4	She prefers to work independently and over the course of the term she has presented some fantastic well thought out contributions to group discussions. When the group gives feedback from their task, she helps others to peer and self-assess their work and helps them form their own answers if they are unsure.
Year 5	He can initially be reluctant to share his ideas but mirrors the energy from other members of the group over the duration of each session and by the end will present some creative ideas with confidence.
Year 5	He is a lively member of the group who is creative in his ideas. He can get distracted and fall off task during group discussions but will put a lot of effort into his independent work.
Year 5	Friendly and provides great contributions to discussions. He now needs to work more on maintaining eye contact during these conversations.
Year 5	Good understanding on and expresses his emotions on happenings within his social circle and will discuss these with peers. Good eye contact and expression in his voice to portray how he is feeling.
Year 6	She makes brilliant contributions once prompted and settled into each session. She is inquisitive on emotions and why we feel them and the consequences of not

	having a positive outlook.
Year 6	Polite and a hard worker, contributes some great ideas once prompted. Her answers display a deep level of thinking and maturity for her age – I have been very impressed with some of her contributions to group discussions when talking about the emotions of herself and other people.
Year 6	Has a positive air of confidence in the way she portrays herself, however is unable to identify specific reasons for this. She is a positive and bubbly character within the group, and is a great leader in group discussions.

Craft and cookery club Year 3 September 2016

Craft and cookery club runs once a week after school from 3:15pm to 4:45pm we have nine children in this group. The aim of the Y3 club is to boost confidence and support children who have recently just started Moulsham junior school to have a wider peer group .The club enables them to participate in activities and try new experiences.

The first session starts with the group deciding on a club name and creating a banner to help children feel and take ownership of the club. Activities include arts, crafts and cookery as well as games. Leaders are very much a part of the group and take part in activities. Children are given as much responsibility where possible and to help in all tasks such as laying the table, washing up and deciding activities for the following week. At the very start of session, the children express their feelings and have a chance to talk about what their day has been like.

The children sit at the table and drinks and snacks are then shared fairly between the children after they have expressed their feelings. Different snacks are always available to give each child an opportunity to try new things that they might have never tried before. After the children have eaten their snack, we move on to the chosen week's activity. Every session ends with a game with the aim making them feel part of the group.

Activities that the children got involved in were the following:

- Banner making
- Fruit kebabs
- Painting a glass
- Shortbread biscuits
- Design a t-shirt
- Tortilla pizzas
- Firework pictures/ rocket
- Scotch pancakes
- Theatre masks

Children always take something home weekly to share their experience with their families. After the final session a questionnaire was sent home for parents to complete. This helps us to ensure the club meets the needs of the children.

Quotes from the children who attended the club:

"I think the club was amazing and I really liked it!"

"I think the club was exciting and doing different things each week."

"The club would be better if it never stopped."

Quotes from some of the children parents:

"The teachers were great with my child he felt very comfortable with them, which helped his confidence going to school.

"I think it has helped my child by making new friends and just having fun."

Spring Feedback

<u>Year 4</u>	<u>Comments:</u>
Child A	This child was very shy before starting the group and did not speak a lot. Since coming to the group they have opened up more about their feelings and formed and carried on friendships with other peers from the group whom they did not know.

Child B	Child B was very particular and reluctant to try any new food or activities that they were unfamiliar with. They have made fantastic progress and now has a positive attitude to try things even if they are unsure.
Child C	They are always confident to share their ideas and past experience with their other peers. They are keen to help their peers and works very well in a team.
Child D	Child D finds it very hard to listen to others and will sometimes over talk his peers. When working he was enthusiastic and positive about all the activities.
Child E	They are very anxious and quiet most of the time in group discussion around their fellow peers. However once the task is completed they are very proud to show their finished work.

Craft and Cookery Transition Group Y2-Y3

Craft and cookery club runs on a Tuesday for the Oaklands Infant School year 2 pupils and on Thursday for the Moulsham Infant School year 2 pupils from 3:15pm to 4:45pm we have twelve children in each group. In addition to this 2 Learning Support Assistants accompany their children from each school. Our aim of the Y2– Y3 club is to boost confidence, support and ease transition of children who are starting at Moulsham Junior School in September.

The club enables them to participate in activities and try new experiences. Activities that the children got involved in were the following:

- Banner making
- Vegetable kebabs
- Designing and painting a mug
- Cupcake in a mug
- Design and produce a t-shirt
- Mr. Seed head
- Pitta bread pizzas
- Theatre masks
- Scotch Pancakes
- Celebration party

Children always take something home weekly to share their experience with their families. After the final session a questionnaire will be sent out for parents to complete. This helps us to ensure the club meets the needs of the children. Quotes from the LSAs and Transition Mentor who attended the club:

“I think Craft and Cookery Club has helped with the children’s confidence and worries with the transition. Actually working in a classroom and doing some fabulous fun activities has definitely helped.” Mrs Coggins Transition Mentor

“The staff are wonderful and have made the children feel very comfortable. All the activities have kept the children interested and have been very well organised.” Mrs Simpson LSA

“There confidence has improved so much with the adults that run the sessions. It has been lovely to watch this happen and to know that in September these children will definitely feel happy/ happier to start year 3.” Mrs Harriss LSA

This club will continue in the Autumn half-term (2017) and will be reviewed within the next pupil premium report.

Art Therapy Autumn 2016/ Spring 2017

A pottery and craft group runs on Thursday afternoons at Moulsham Junior School. There were four groups of children who attend these groups. Four children from Year 4 and four from year 6 in the Autumn. Four children from Year 3 and four from year 5 in Spring. As well as working with clay they also made jam pot lanterns.

Year 4	Child A	Didn't always feel confident in himself but just needed, in fact, more encouragement. He was very good at all the clay work he did and was proud with what he achieved.
	Child B	Over the weeks he learned to focus and became less easily distracted and made some lovely pieces
	Child C	She is a very able and enthusiastic creator. She worked hard and made some lovely pieces that she was very proud of.
	Child D	She also really enjoyed these session, worked hard and created some lovely pieces that she really liked.

<u>Year 6</u>	Child A	He is confident when doing these sessions but sometimes when completing his pieces, he would rush and lose interest. He was however happy with his finished items.
	Child B	She really enjoyed these sessions. She worked hard and was very pleased with her finished ware.
	Child C	Displayed improved confidence and supported and encouraged others. He made some lovely pieces.
	Child D	She worked hard and completed all her pieces well and was able to chat and encourage others.

<u>Year 3</u>	Child A	He found it difficult when things went not as he wanted. He did however finish some lovely pieces that he was very pleased with.
	Child B	He was a little nervous at the beginning, but soon became a lot more confident. He worked hard and would help other people out.
	Child C	Olivia was an extremely confident pupil. She worked hard and was really pleased with her work.
	Child D	As the weeks went on she became a lot more confident. She continued to work hard and was very happy to help other pupils.

<u>Year 5</u>	Child A	He is extremely good and concentrates really hard. On occasions, he has to be reminded to keep on task and needs encouragement to see his own successes.
	Child B	He worked really hard and seemed to enjoy the projects he worked on. Seemed pleased with the finished pieces.
	Child C	She really enjoys these sessions and works hard and makes some lovely pieces. She is very happy to give other pupils a hand if they are struggling.
	Child D	Improved confidence and if things didn't go the way she wanted, she was able to deal with it well.

