

Moulsham Junior School
Pupil premium grant expenditure report to
governors 2015-16

Overview of the school	
Total number of pupils on roll	593
Total number of free school meal pupils (FSM)	84
Amount of funding received per FSM pupil	1320
Total number of Looked After Children (LAC)	0
Amount of funding received per LAC pupil	
Total number of service family pupils	0
Amount of funding received per Service family pupil	
Total amount of funding received	£119,000

Performance of disadvantaged pupils	2015-16
% of pupils making expected progress in Reading in Y6	68
% of pupils making expected progress in Writing in Y6	77
% of pupils making expected progress in Maths in Y6	77

<u>Subject</u>	<u>Teacher Assessment % achieving expected standard</u>	<u>SATS % achieving expected standard</u>
Reading	68%	36%
Writing	50%	Not applicable
Spelling, Punctuation & Grammar	Not applicable	50%
Maths	59%	50%
Combined RWM	Not available	18%

Summary of funding spending 2015-16

Objectives in spending funding:

- External support for vulnerable families (Relate counselling services)
- Internal support for vulnerable families (learning mentor)
- Increased engagement of parents for:
 - Attendance
 - Reduced lateness
 - Supporting children's learning at home
- Support vulnerable children to achieve expected standards and progression
- 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
- Positive lunchtime experience for pupils

Summary of spending and actions taken:

Please also read in conjunction with budget sheet for breakdown of costs:

- Art Therapy resources ordered and sessions begun September 15
- Craft and cookery club for year 3 begun October 15
- All tuition slots allocated and tuition started September 15
- Lunchtime play leaders and resources in place October 15
- Sports apprentice in place September 15
- Y3 quiet place used for first half term at lunchtime for vulnerable children
- Year 6 homework club set up and run one lunchtime a week from September 15
- Learning mentor for liaison with hard to reach families and support of their children.
- Magical Maths Friday workshops begun in Summer term 2 with Y3+4

Outcomes to date:

Please see below for breakdown of impact for each group of **PP children** within a year. The expected progress is 2 steps per term. The different projects have data for all children involved

Y6

*In Autumn 91% of pupil premium children progressed by 2 or more steps in reading.
In Autumn 64% of pupil premium children progressed by 2 or more steps in writing.
In Autumn 82% of pupil premium children progressed by 2 or more steps in maths.*

*In Spring 82% of pupil premium children progressed by 3 or more steps in reading.
In Spring 76 % of pupil premium children progressed by 3 or more steps in writing.
In Spring 59% of pupil premium children progressed by 3 or more steps in maths*

*In Summer 68% of pupil premium children progressed by 6 or more steps in reading.
In Summer 77% of pupil premium children progressed by 6 or more steps in writing.
In Summer 77% of pupil premium children progressed by 6 or more steps in maths.*

Y5

*In Autumn 43% of pupil premium children progressed by 2 or more steps in reading.
In Autumn 52% of pupil premium children progressed by 2 or more steps in writing.
In Autumn 62% of pupil premium children progressed by 2 or more steps in maths.*

*In Spring 57% of pupil premium children progressed by 3 or more steps in reading.
In Spring 67% of pupil premium children progressed by 3 or more steps in writing.
In Spring 67% of pupil premium children progressed by 3 or more steps in maths.*

*In Summer 30% of pupil premium children progressed by 6 or more steps in reading.
In Summer 57% of pupil premium children progressed by 6 or more steps in writing.
In Summer 70% of pupil premium children progressed by 6 or more steps in maths.*

Y4

*In Autumn 51% of pupil premium children progressed by 2 or more steps in reading.
In Autumn 58% of pupil premium children progressed by 2 or more steps in writing.
In Autumn 56% of pupil premium children progressed by 2 or more steps in maths.*

*In Spring 52% of pupil premium children progressed by 3 or more steps in reading.
In Spring 64% of pupil premium children progressed by 3 or more steps in writing.
In Spring 63% of pupil premium children progressed by 3 or more steps in maths.*

*In Summer 75% of pupil premium children progressed by 6 or more steps in reading.
In Summer 68% of pupil premium children progressed by 6 or more steps in writing.
In Summer 86% of pupil premium children progressed by 6 or more steps in maths.*

Y3

*In Autumn 85% of pupil premium children progressed by 2 or more steps in reading.
In Autumn 39% of pupil premium children progressed by 2 or more steps in writing.
In Autumn 69% of pupil premium children progressed by 2 or more steps in maths.*

*In Spring 85% of pupil premium children progressed by 3 or more steps in reading.
In Spring 38% of pupil premium children progressed by 3 or more steps in writing.
In Spring 47% of pupil premium children progressed by 3 or more steps in maths.*

*In Summer 100% of pupil premium children progressed by 6 or more steps in reading.
In Summer 43% of pupil premium children progressed by 6 or more steps in writing.
In Summer 64% of pupil premium children progressed by 6 or more steps in maths.*

Record of spending by item 2015-16

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

Item/Project	Planned Cost	Objective	Outcomes
Weekly art therapy	£1380	<ul style="list-style-type: none"> • Reduce behaviour incidents • Positive engagement in school • Positive social interactions 	<ul style="list-style-type: none"> • Improved focus in session and in class • Improved confidence in own ability Please see detailed report in appendix
Resources	£65		
Craft & cookery club	£1300	<ul style="list-style-type: none"> • Positive transition into Y3 • Positive transition into Y7 • Increase enjoyment with school 	<ul style="list-style-type: none"> • Parent questionnaires revealed that parents felt that their children had made new friends and were happier too • Come to school because of this. • They felt that the club had given their children more confidence. Please see detailed report in appendix
Resources	£510	<ul style="list-style-type: none"> • Increase self-esteem and confidence • Increase social skills • Increase friendship groups 	
LSA apprentice	£9775	<ul style="list-style-type: none"> • Enhanced provision for under achieving vulnerable Y3 • Support to allow more children to access craft & cookery club • Creation of non-sports based OOSHL 	<ul style="list-style-type: none"> • Additional non-sporting club running • Support in the playground for vulnerable year 3s has shown a reduction in behaviour incidents for these children. • See appendices for anonymised report on social intervention
Learning Mentor	£24,794	<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 	<ul style="list-style-type: none"> • Attendance for the year was 97.3 • 35% reduction in behaviour incidences across the school from Autumn to Summer Term • Reduction in persistent absentees by 55% from Autumn to Summer term <ul style="list-style-type: none"> ○ Year 6 child A persistent absentee increased from 62% to 80% across the year ○ Pupil Premium child A Increase from 84% to 92% across the year
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 engaging in homework activities. Progress in Grammar and punctuation test for PP children. (Autumn test to Spring test)
HLTA Intervention	£11,336	<ul style="list-style-type: none"> • Quick short term interventions • Fill the knowledge 'gaps' in mathematics and phonics • Increase fluency and regularity in reading 	Please see appendix

1:2 and small group tuition	£33447	<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>Please see below for individual year group data.</p> <p>Observations have shown that children enjoy tuition ('I think I've made 10/10 progress and I'm proud of it all' – Y4), there is much use of practical activities and technology to support the learning. Teachers comment on the impact on not just attainment but also confidence and attitude towards learning.</p>

Autumn Tuition

	Year 6	Year 5
Reading-Expected or above progress	33%	100%
Reading-Above expected progress	0%	0%
Writing-Expected or above progress	72%	90%
Writing-Above expected progress	56%	57%
Maths-Expected or above progress	47%	67%
Maths-Above expected progress	80%	50%

*Above expected progress seen in the Year 6 cohort was: 30% reading, 63% writing and 27% maths.
Above expected progress seen in the Year 5 cohort was: 21% reading, 39% writing and 31% maths.*

Spring Tuition

	Year 6	Year 5	Year 4
Reading-Expected or above progress	17%	67%	80%
Reading-Above expected progress	17%	33%	80%
Writing-Expected or above progress	74%	92%	77%
Writing-Above expected progress	70%	75%	65%
Maths-Expected or above progress	71%	86%	85%
Maths-Above expected progress	57%	43%	62%

Above expected progress seen in the Year 4 cohort was: 46% reading, 43% writing and 49% maths.

Summer Tuition

	Year 4	Year 3
Reading-Expected or above progress	86%	N/A
Reading-Above expected progress	57%	
Writing-Expected or above progress	75%	46%
Writing-Above expected progress	60%	29%
Maths-Expected or above progress	100%	50%
Maths-Above expected progress	0%	25%

Above expected progress seen in the Year 3 cohort was: 37% reading, 24% writing and 27% maths.

Quiet space resources	£115	<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 	<p>Positive transition achieved for children Children integrated onto the 'big' playground Resources continued to be used</p>
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Coaching and Boosting 9 week Year 6 booster	£30222	<ul style="list-style-type: none"> • Increase teacher effectiveness • Increase subject knowledge • Improved outcomes for children in literacy and numeracy • Targeted support for literacy and numeracy • Accelerated progress for pupils in literacy and numeracy 	<ul style="list-style-type: none"> • 83% of teaching good or better in the autumn term • 2 teachers coached during the autumn term • 2 teachers subject specific coaching Year 6 outcomes below. • 100% of the Y6 writing group made accelerated progress in 3 half-terms
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All Pupils

<u>Subject</u>	<u>Teacher Assessment % achieving expected standard</u>	<u>SATS % achieving expected standard</u>	<u>National %</u>
Reading	85%	63%	66%
Writing	73%	Not applicable	74%
Spelling, Punctuation & Grammar	Not applicable	72%	72%
Maths	79%	66%	70%
Combined RWM	68%	52%	53%

<u>Subject</u>	<u>SATS average scaled score</u>	<u>National average scaled score</u>
Reading	103.2	103
Writing	Not applicable	Not applicable
Spelling, Punctuation & Grammar	104.9	104
Maths	102.5	103

Pupil Premium

<u>Subject</u>	<u>Teacher Assessment % achieving expected standard</u>	<u>SATS % achieving expected standard</u>	<u>National %</u>
Reading	68%	36%	No comparison data available
Writing	50%	Not applicable	
Spelling, Punctuation & Grammar	Not applicable	50%	
Maths	59%	50%	
Combined RWM	Not available	18%	

<u>Subject</u>	<u>SATS average scaled score</u>	<u>National average scaled score (for all pupils)</u>
Reading	95.9	103
Writing	Not applicable	Not applicable
Spelling, Punctuation & Grammar	98.9	104
Maths	97.9	103

Support with educational visit costs	£1816	<ul style="list-style-type: none"> • Allow children a range of experiences outside of their normal experiences • Give children opportunities outside of the classroom 	<ul style="list-style-type: none"> • Funding has been approved for 8 children for Y6 and Y4 residential visits • Improved confidence • Improved social interactions and friendship groups • Improved transitions to the next year group
Lunchtime Games resources	£1327	<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"> • 35% reduction in behaviour incidences across the school from Autumn to Summer Term
Power of 1 and Power of 2 books Extended mental maths starters (speedy maths), maths resources	£3822	<ul style="list-style-type: none"> • Increased speed in core number skills • Increased mathematical skills • Parental/School links 	<ul style="list-style-type: none"> • Year 5 1 term Booster using these books has resulted in 3 times as many children being at the expected level than before starting the books and 45% of the pupils making accelerated progress across the year. • Year 5 set 5 Maths Of the children able to make 6 steps (expected progress) in maths, 86% achieved and 31% made above expected • Year 3 • 70% of children achieved the expected progress, with 40% of children achieving above expected progress across the year.
Relate counselling	£3950	<ul style="list-style-type: none"> • External support • Support for children and families 	<ul style="list-style-type: none"> • 6 family groups supported • Parental responses positive • Improved attendance for specific children • Reduced behaviour incidences
Lynx Tablets	£6110	<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"> • These were purchased towards the end of the year and are to be used from September onwards

Total funding received	£152,00 (inc 2014/15 carry over)
Total funding spent	£126,019
Funding remaining	£25981

I ran a pottery and craft group on Thursday afternoons at Moulsham Junior School. There were two groups of children who attend these groups. Four from Year 3 and four from year 6.

As well as working with clay they also did Lino printing and coloured marbling on paper.

Year 3 Girl

She really enjoyed these activities. She worked well and finished her pieces with pride. She worked calmly and if she got something wrong would correct them. She happily assisted the other children in the group.

Year 3 Girl

She enjoyed these sessions. She worked well, most of the time, and was happy to share things. She could get a bit fidgety but with firm guidance would stay concentrated throughout the sessions. She was really excited when she got the finished pieces and was very pleased with them.



Year 3 Boy

He really enjoyed working with clay. He worked well though he did find it difficult to concentrate and would get distracted. However he achieved a lot this term. He also was very excited when he received his finished pieces, and was eager to show everyone what he had made.

Year 3 Boy

He seemed to enjoy these sessions. He would engage and do his best even when he found it tricky. He concentrated really hard during these sessions. He didn't find working with clay easy but was determined and always finished his pieces. He also was proud of his finished work.



Year 6 Boy

He had mixed feelings attending this group and on some occasions missed the session. However, in the sessions he found difficult, he worked slowly and seemed a little sad. Having said this he has surprised himself with some of the finished pieces.

Year 6 Boy

He seemed to enjoy these sessions. He was enthusiastic and joined in.. He has completed most of the work he started and seemed pleased with his finished work.



Year 6 Girl

She seemed to enjoy these sessions. She could, however, get easily distracted, she did though make some lovely pieces and was very pleased with her finished work

Year 6 Girl

She was hard working, enjoyed the challenges and was proud of the pieces she took home. She tried new things and stretched herself. She interacted really well with the rest of the group. She produced some lovely pieces.

Craft and Cookery Report

Craft and cookery club runs once a week after school. We have nine children in this group. The aim of the club is to boost confidence of children. This will hopefully enable them to make new friends and to participate in activities.

The first session starts with the group deciding on a club name and creating a banner to help children 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 responsibility where possible and to help in all tasks such as laying the table, washing up deciding activities for the following week. Children's views are always listened to and respected.

At start of session the children talk about their day if it's been good or bad and how that has made them feel. This gives us leaders an opportunity to address negative emotions the children may be experiencing. The children sit at the table and have a drink and a snack. Different snacks are always available to get children to try new things. Then we will move on to the week's activity. Every session ends with a game with the aim making them feel part of the group.

Activities included making Mexican food, decorating a photo frame using various materials, making a pot from clay and designing it, mug cupcakes, and design a t-shirt. Children always take something home 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 enjoyed making and tasting Mexican food." Year 6 Girl

"I liked playing football with the other children in the club and eating the different types of food." Year 6 boy

"I enjoyed everything at craft and cookery club." Year 6 girl

"I like decorating the biscuits and working with the group as a team." Year 6 boy



Social Skills 12 week intervention.

Year 4-

Child A-As we worked our way through the following weeks I have seen a difference in how they have a two way conversation, they are able to not interrupt and fiddle as much. A did well when looking at dealing with conflict and recognising that everyone is individual.

Child B-B was able to use eye body language confidently and in a situation well. At the beginning they struggled to use eye contact however they improved as the weeks went on. When I formally assisted B when playing the social skills game at the end of the intervention they showed improvement.

Child C-C worked well in the conflict section and I hope they may make a difference in the playground.

Child D-By week four I saw a large improvement in eye contact and body language. D did also well with their speaking, taking turns and dealing with conflict.

Self-esteem 12 week intervention.

Year 3

Child A-Over the past 12 weeks I have seen a large improvement in A and they are now able to talk about how an event may have been difficult but how they were able to do it. A is asking for less help within the group and working more independently.

Child B-At the end of the group B has been able to confidently say three things that they have done that they are proud of.

Child C-C has really come out their shell and beginning to speak out more and grow in confidence enabling them to access the aims and learn more.

Child D-D improved massively when we began to look at turning a negative into a positive. D was able to strive and see although they may struggle with a particular area it's okay because they can ask for help and try their best.

Year 5

Child A-A really engaged with their work over the past few weeks I have seen A improve with not focusing on negative emotions but trying to concentrate on the positives.

Year 3

Child A-Over the weeks I have seen an improvement in A in terms of talking in a positive way about themselves. They are able to now recognise that struggling at something does not mean they are BAD at everything.

Child B-Over the weeks I have seen an improvement in how B deals with areas for improvement and can now talk about how they find literacy hard but that it's okay because they're good at other things and they have support from their class LSA.

Child C-Over the weeks they improved and were much more outgoing and talkative.

Child D- Over the weeks I saw improvement with D in recognising aims and achievements and in the final few weeks they were able to say and recognise that they were good at sports and they're proud of that.

Child E-The biggest improvement that I have seen within E is their ability to socialise and get involved within the group. They will now speak up, engage and talk to the other boys.

1:1 anger management-

They clearly recognised what their body did when they got angry and we talked about why this is and to use their safe space

Year 5 Self-esteem

Child A- They are now able to talk about positives about themselves

Child B –Although an outward improvement has been seen they explained that the group has made their feel happier.

Child C- In the final weeks I saw difference where C engaged and was able to talk about reaching goals and who their companions are.

Child D- They were able to talk about whether they were a good friend and good at anything in the classroom. D slowly opened up and talked about their ambitions being good at SATS and GCSES and how they want to work hard to reach them.

Child E- They worked much better independently. Over the weeks they did much better at recognising what it is that makes them a good person and also was able to recognise these things in others.

HLTA Interventions

Expected progress across a year is 6.0

Power of 2/Springboard

Power of 2 is used to build mathematical fluency daily. Springboard is a 20 minute activity that is tailored to meet the children's identified maths needs and close the gap. In addition to completing Power of 2, all of these children are in a differentiated maths set with a curriculum designed to meet their mathematical needs.

In this set they use a lot of practical apparatus and receive additional in-class support with the HLTA providing Power of 2 and Springboard daily during Mathematics lessons.

Year group	Average Progress
Year 6	6.5
Year 5	5.6
Year 4	7.9
Year 3	5.6

Toe-by-Toe/RWInc Freshstart

Reading Intervention - Rolling rota 10 mins, 4 days a week.

This is a structured multi-sensory reading programme for weak readers who struggle to decode or those with dyslexic difficulties.

Year group	Average Progress
Year 6	8.1
Year 5	Not used
Year 4 (phonics Only)	9.8
Year 3	5.7

Writing – Badger

Writing Intervention - in class with LSA x 2 weekly
Primarily focuses on sentence structure and grammar

Year group	Average Progress
Year 6	8
Year 5	7.2
Year 4	8.6
Year 3 (not Badger)	4.6