

Moulsham Junior School  
Pupil premium grant expenditure plans 2016-17  
(inc impact Autumn & SpringTerm)

<b>Overview of the school</b>	
Total number of pupils on roll	597
Total number of free school meal pupils (FSM)	78
Amount of funding received per FSM pupil	
Total number of Looked After Children (LAC)	1
Amount of funding received per LAC pupil	
Total number of service family pupils	0
Amount of funding received per Service family pupil	-
<b>Total amount of funding received</b> (inc carry forward)	<b>£141,455</b>

#### **Summary of funding spending 2016-17**

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
- 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
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Summary of spending and actions taken so far:

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

- Craft and cookery club application letters sent to Y3
- LSA apprentice inducted and intervention timetable organised
- Year 6 tuition started W/C 12<sup>th</sup> September
- Year 3 quiet space being used
- Teacher coaching programme underway
- Y3 maths booster started
- Maths intervention booklets being used in all 4 year groups
- Maths computer programme purchased and training organised
- Next block of counselling begun
- Success @Arithmetic training begun, initial diagnostic completed. Planned start W/C 21/11
- Success maker training completed, in school lunchtime intervention begun W/C

14/11

- Art Therapy to begin end of November
- Lynx tablets being used daily in lass from October half-term

## 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"> <li>Reduce behaviour incidents</li> <li>Positive engagement in school</li> <li>Positive social interactions</li> </ul>	The first group are nearing completion and a report including photographs will be published below
Craft & cookery club	£1300	<ul style="list-style-type: none"> <li>Positive transition into Y3</li> <li>Positive transition into Y7</li> <li>Increased enjoyment with school</li> </ul>	Please see autumn term report below
Resources	£450	<ul style="list-style-type: none"> <li>Increase self-esteem and confidence</li> <li>Increase social skills</li> <li>Increased friendship groups</li> </ul>	
LSA apprentice	£6300	<ul style="list-style-type: none"> <li>Enhanced provision for under achieving vulnerable Y3</li> <li>Support to allow more children to access non-sports clubs</li> <li>Creation of non-sports based OOSHL</li> </ul>	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"> <li>Improve the standard of writing over one term</li> <li>Improve confidence and engagement by pre-teaching (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>Year 3- 70% made at least expected progress, 10% made accelerated</li> <li>Year 5-Data on completion</li> </ul>
Learning Mentor	£24,800	<ul style="list-style-type: none"> <li>Support children including                             <ul style="list-style-type: none"> <li>School refusers</li> <li>Social problems</li> <li>BESD</li> </ul> </li> <li>Developing links with hard to reach parents</li> <li>Additional CP officer</li> <li>Improve attendance for targeted children</li> <li>Reduction in behaviour incidences/friendship issues</li> </ul>	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%
Focused Year 6 homework club	No cost	<ul style="list-style-type: none"> <li>Support for children with little/no support at home</li> <li>Targeted at key children to ensure support for in class work</li> </ul>	Children are verbally appreciative of this homework but there is very limited attendance for this club.

1:2 and small group tuition	£34000	<ul style="list-style-type: none"> <li>Increasing children's love of writing and/or numeracy</li> <li>Increase of key skills for individual children</li> <li>Increase in confidence of pupils own skills</li> <li>Increasing progress in numeracy or writing level</li> <li>Increasing children's love of writing and/or numeracy through engaging with ICT</li> <li>Increase in collaborative working and mutual support for children</li> </ul>	<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>
HLTA Interventions	£12200	<ul style="list-style-type: none"> <li>Quick short term interventions</li> <li>Fill the knowledge 'gaps' in mathematics and phonics</li> <li>Increase fluency and regularity in reading</li> </ul>	<p><u>Autumn 1:</u> <b>Year 3</b></p> <ul style="list-style-type: none"> <li>Year 3 maths group 65% made at least expected progress, 26% made accelerated</li> <li>Year 3 Writing group 60% made at least expected progress, 30% made accelerated</li> <li>Year 3 Phonics group 72% made at least expected progress, 6% made accelerated progress</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Y4 writing group 100% made at least expected progress 53% made accelerated</li> <li>Y4 reading group 100% made at least expected progress 25% made accelerated</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Y5 Writing group 87% made at least expected progress and 50% made accelerated progress</li> <li>Y5 phonics group 100% made at least expected progress and 60% made accelerated progress</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Y6 Toe by Toe 100% made at least expected progress, 45%, made accelerated</li> <li>Y6 Power of 2 94% made at least expected progress, 82%, made accelerated</li> </ul> <p><u>Autumn 2:</u> <b>Year 3</b></p> <ul style="list-style-type: none"> <li>Year 3 maths group 93% made at least expected progress, 67% made accelerated</li> <li>Year 3 Writing group 93% made at least expected progress, 62% made accelerated</li> <li>Year 3 Phonics group 61% made at least expected progress, 42% made accelerated progress</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Y4 writing group 97% made at least expected progress 93% made accelerated</li> <li>Y4 reading group 95% made at least expected progress 84% made accelerated</li> <li>Y4 RWI group 71% made at least expected progress, 71% made above expected progress</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Y5 Writing group 75% made at least expected progress and 56% made accelerated progress</li> <li>Y5 phonics group 100% made at least expected progress and 100% made accelerated progress</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Y6 Toe by Toe 50% made at least expected progress, 10%, made accelerated</li> <li>Y6 Reading 48% made at least expected progress,</li> </ul>

			<p>13%, made accelerated</p> <ul style="list-style-type: none"> <li>Y6 Power of 2 53% made at least expected progress, 18%, made accelerated</li> </ul> <p><b>Spring</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Y3 RWI group 100% made at least expected progress, 0% made above expected progress</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Y4 writing group 69% made at least expected progress 42% made accelerated</li> <li>Y4 reading group 93% made at least expected progress 79% made accelerated</li> <li>Y4 RWInc writing group 84% made at least expected progress 56% made accelerated</li> </ul> <p><b>Year 5-From September</b></p> <ul style="list-style-type: none"> <li>Y5 Writing group 94% made at least expected progress and 75% made accelerated progress</li> <li>Y5 phonics group 60% made at least expected progress and 40% made accelerated progress</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Y6 Reading 92% made at least expected progress, 31%, made accelerated</li> <li>Y6 Arithmetic group 89% made expected progress and 22% made accelerated progress</li> </ul>
Quiet space resources	£100	<ul style="list-style-type: none"> <li>Positive transition into Y3</li> <li>Increased enjoyment with school</li> <li>Increase self-esteem and confidence</li> <li>Increase social skills</li> <li>Increased friendship groups</li> <li>A safe, quieter place for Y3 children to be</li> </ul>	Not spent, resources from previous year used
Coaching and Boosting	£32800	<ul style="list-style-type: none"> <li>Increase teacher effectiveness</li> <li>Increase subject knowledge</li> <li>Improved outcomes for children in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 1 <ul style="list-style-type: none"> <li>Year 3 intervention 86% have made at least expected progress, 30% have made accelerated progress.</li> </ul> </li> <li>Autumn 2 <ul style="list-style-type: none"> <li>Year 3 intervention 84% have made at least expected progress, 47% have made accelerated progress.</li> </ul> </li> <li>Spring <ul style="list-style-type: none"> <li>Spring 2 only-Year 6 writing booster 92% of children made expected progress and 42% made accelerated progress</li> <li>Year 6 maths booster 97% of children made expected progress and 29% made accelerated progress</li> <li>Spring 2 only-Year 6 reading booster 83% made expected progress and 17% made accelerated progress</li> </ul> </li> </ul>
Support with educational visit costs	£tbc	<ul style="list-style-type: none"> <li>Allow children a range of experience outside of their normal experiences</li> <li>Give children opportunities outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Lunchtime Games resources	£1000	<ul style="list-style-type: none"> <li>• Increase self-esteem and confidence</li> <li>• Increase social skills</li> <li>• Increased friendship groups</li> <li>• Reduction in behaviour incidences at lunchtime</li> <li>• Responsibilities for Y6 to lead &amp; manage younger children</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Power of 1 and Power of 2 books/ Timestables	£1200	<ul style="list-style-type: none"> <li>• Increased speed in core number skills</li> <li>• Increased mathematical skills</li> <li>• Parental/School links</li> </ul>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>○ Year 3 group 81% made at least expected progress, 15% made accelerated</li> <li>○ Y4 group 95% made at least expected progress 45% made accelerated</li> <li>○ Y5 group 100% made at least expected progress 95% made accelerated</li> <li>○ Y6 group 94% made at least expected progress, 82%, made accelerated</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>○ Year 3 group 85% made at least expected progress, 52% made accelerated</li> <li>○ Y4 group 100% made at least expected progress 91% made accelerated</li> <li>○ Y5 group 100% made at least expected progress 95% made accelerated</li> <li>○ Y6 group 53% made at least expected progress, 18%, made accelerated</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>○ Year 3 84% made expected progress and 26% made accelerated progress</li> <li>○ Year 4 85% made expected progress and 67% made accelerated progress</li> <li>○ Year 5 100% made expected progress and 100% made accelerated progress</li> <li>○ Year 6 Spring 2-100% made expected progress, 75% made accelerated progress</li> </ul>
Relate counselling	£3950	<ul style="list-style-type: none"> <li>• External support</li> <li>• Support for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Offered to 9 families</li> <li>• 3 recipients of coaching</li> </ul>
Lynx Tablets	£6110 (purchased from previous budget)	<ul style="list-style-type: none"> <li>• Support for dyslexic children</li> <li>• Support for children who find writing difficult</li> <li>• Improved confidence and participation in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently used for Success Maker in class (see impact below)</li> </ul>
Online maths programme (Success Maker)	£2950	<ul style="list-style-type: none"> <li>• Increase parental support for mathematics</li> <li>• Give access to resources outside of school</li> <li>• Filling any 'gaps' in mathematical knowledge</li> <li>• Develop fluency in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2 <ul style="list-style-type: none"> <li>○ Year 3 90% made expected progress and 60% made accelerated progress</li> <li>○ Year 4 94% made at least expected progress, 61% made accelerated progress</li> <li>○ Year 5 83% made at least expected progress, 67% made accelerated progress</li> </ul> </li> <li>• Spring 1 <ul style="list-style-type: none"> <li>○ Year 4 100% made expected progress, 86% made accelerated progress</li> <li>○ Year 6 85% made expected progress, 12% made accelerated progress</li> </ul> </li> </ul>

Online reading programme (Success Maker)		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2 <ul style="list-style-type: none"> <li>○ Year 3 78% made expected progress and 56% made accelerated progress</li> </ul> </li> <li>• Spring 1 <ul style="list-style-type: none"> <li>○ Year 4 77% made expected progress and 39% made accelerated progress</li> </ul> </li> </ul>
Focused maths intervention (Success @arithmetic)	£6800	<ul style="list-style-type: none"> <li>• Develop recall of key facts</li> <li>• Fluency in mathematics</li> <li>• Children having a secure range of strategies for calculation and arithmetic</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2 <ul style="list-style-type: none"> <li>○ 100% made expected progress and 100% made accelerated progress</li> </ul> </li> <li>• Spring <ul style="list-style-type: none"> <li>○ 100% made expected progress and 100% made accelerated progress</li> </ul> </li> </ul>

<b>Total funding received</b>	£141,000
<b>Total funding spent</b>	£133,000
<b>Funding remaining</b>	£8,000

<b>Class</b>	<b>Progress / Outcomes</b>
<b>Year 3</b>	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.
<b>Year 3</b>	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.
<b>Year 3</b>	Her communication skills improved and by the end of the third session she appeared a lot more engaged in the intervention.
<b>Year 3</b>	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.
<b>Year 3</b>	His independent work is of a good quality, demonstrating a real understanding of friendship building.
<b>Year 4</b>	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.
<b>Year 4</b>	He has noticeably become more relaxed and open about discussing his ideas on the relevant topics.
<b>Year 4</b>	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.
<b>Year 4</b>	Her positive attitude brought the group together and she has demonstrated good teamwork, helping her peers when they get stuck on an activity.
<b>Year 5</b>	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.
<b>Year 5</b>	He demonstrated a good understanding of friendship building, and what may be damaging to a friendship.
<b>Year 5</b>	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.
<b>Year 5</b>	Has begun to identify a positive thought for the day and can be very enthusiastic to discuss whatever it may be.
<b>Year 6</b>	When working 1:1, she will open up more about her ideas and feelings.
<b>Year 6</b>	She presents herself with confidence when making contributions to group discussions, and seems to have good friendships with the other members of the group.
<b>Year 6</b>	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.
<b>Year 6</b>	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

<b>Year 3</b>	Has come out of their shell after each session, displaying an ability to think independently as well as work alongside others.
<b>Year 3</b>	Discussing and understanding emotions better.
<b>Year 3</b>	Has opened up about what has made her happy and what has made her sad
<b>Year 3</b>	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.
<b>Year 4</b>	He will celebrate his victories when he completes a piece of work independently.
<b>Year 4</b>	Keen to assist his peers when they need help, explaining and rephrasing.
<b>Year 4</b>	Increased confidence in his abilities and produces some creative work to a good quality.
<b>Year 4</b>	Demonstrates good communication skills such as maintaining eye contact, waiting for their turn to speak and responding appropriately.
<b>Year 4</b>	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.
<b>Year 5</b>	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.
<b>Year 5</b>	Improving in sharing and turn taking
<b>Year 5</b>	An enthusiastic member of the group. Will produce some creative responses during topical discussions and will encourage others in their own work.
<b>Year 5</b>	A key contributor to group discussions and will produce some detailed and creative work.
<b>Year 5</b>	Formulates some good ideas for each topical discussion and is improving in their positive attitude
<b>Year 6</b>	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.
<b>Year 6</b>	She enjoys being creative and completing activities where she can express herself. She displays clear pride when she completes a piece of work.
<b>Year 6</b>	Now displays a good ability to think independently and share these ideas, building upon the ideas of others.
<b>Year 6</b>	Listens to the initial input and waits his turn to speak, holding eye contact when he does so.

### Craft and cookery club Year 3

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. Children's views are very important and are therefore always listened to and respected.

At the very start of session, the children express their feelings and have a chance to talk about what their day has been like. This gives us leaders an opportunity to address negative emotions the children may be experiencing or feeling. We can then see how to overcome the feelings they may be experiencing.

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."***