

Moulsham Junior School
Pupil premium grant expenditure report 2019-20 (Spring Term)

Please note that any data for the Spring Term has been impacted by the early shutdown before the end of half-term-Any Spring data will be highlighted in red. All intervention data was not statistically significant as it only took place over a few weeks

| Overview of the school | |
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| Total number of pupils on roll | 650 |
| Total number of children in receipt of Pupil Premium (Ever 6 FSM) | 83 |
| Total number of Looked After Children (LAC) | 1 |
| Total amount of funding received (inc carry forward) | £112,000 |

| Summary of funding spending 2019-20 to date |
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| Objectives in spending funding: <ul style="list-style-type: none">• External support for vulnerable families (Change Partnership)• Internal support for vulnerable families (Learning mentor)• Internal support for Social Emotion Mental Health• Increased engagement of parents for:<ul style="list-style-type: none">○ Attendance○ Reduced lateness• Support vulnerable children to achieve expected standards and progression• Supporting children's social skills• Increasing confidence and skills of all staff• Yearlong access to OOSHL through funding• Extending and raising the aspirations of children in Y6-university trip completed• Tuition for Y6 completed• Improved immediate feedback-to be reviewed Spring Term• PPG Review booked for January |

Record of spending by item 2019-20

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

| Item/Project | Cost | Objective | Outcomes |
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| LSA apprentice | £8000 (+£6000 Y2 cost) | <ul style="list-style-type: none"> • Creation of non-sports based OOSHL • Social, emotional support for individuals and small groups • Class based specific support | <p>Autumn Term Y3</p> <ul style="list-style-type: none"> • Maths: 89% Made expected progress, 35% Made accelerated progress • Please also refer to the social intervention reports at the end of the year. • Support for Lego and girls football club in Autumn Term • Running Lego and Paracord club and support for girls football club in Spring Term |
| Learning Mentor | £15628 | <ul style="list-style-type: none"> • Support children including <ul style="list-style-type: none"> ○ School refusers ○ Social problems ○ SEMH • Developing links with hard to reach parents • Additional CP officer • Improve attendance for targeted children • Reduction in behaviour incidences/friendship difficulties | <p><u>Attendance Autumn Term:</u> Whole School: 97.2% Pupil Premium: 94.73 %</p> <p><u>Spring Term 2020 Attendance</u> Whole school – 96.65% Pupil Premium – 93.95%</p> <p><u>Autumn and Spring Term combined</u> Whole school – 97% Pupil premium – 94.45%</p> |
| Aspire to University Trip | £750 | <ul style="list-style-type: none"> • Exposure children to an accessible university • Give children the opportunity to experience university life/resources/campus etc • Children consider their possible futures | <p>Trip was a success with very positive feedback from children- nearly 100% of them said they enjoyed the trip:</p> <ul style="list-style-type: none"> • Before the trip only 8 children had visited a university • Before the trip 44% of children believed they would be able to attend a university when they were older, after the trip this increased to 69% • The amount of children who understood what university was and what happened there increased by nearly triple |

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| <p>1:2, small group tuition (Autumn, Spring and Summer term) and Pre-teaching (Spring term onwards)</p> | <p>£23200</p> | <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 Increase confidence and engagement in literacy and numeracy lesson | <p>Autumn tuition results Y6:</p> <ul style="list-style-type: none"> Reading: 100% Made expected progress, 0% Made accelerated progress Writing: 96% Made expected progress, 17% Made accelerated progress Maths: 97% Made expected progress, 17% Made accelerated progress Key Literacy Skills: 100% Made expected progress, 100% Made accelerated progress <p>Autum Term pre/post-teaching:</p> <p>Y3</p> <ul style="list-style-type: none"> Writing: 82% Made expected progress, 18% Made accelerated progress Maths: 73% Made expected progress, 9% Made accelerated progress <p>Y4</p> <ul style="list-style-type: none"> Maths: 87% Made expected progress, 63% Made accelerated progress <p>Y5</p> <ul style="list-style-type: none"> Reading: 83% Made expected progress, 75% Made accelerated progress Writing: 100% Made expected progress, 0% Made accelerated progress Maths: 67% Made expected progress, 50% Made accelerated progress |
| <p>HLTA Interventions</p> | <p>£13100</p> | <ul style="list-style-type: none"> Quick short term interventions Fill the knowledge 'gaps' in mathematics and phonics Increase fluency and regularity in reading Improved quality of writing | <p>Autumn Term:</p> <p>Y3</p> <ul style="list-style-type: none"> Phonics (reading): 90% Made expected progress, 80% Made accelerated progress Writing: 79% Made expected progress, 8% Made accelerated progress Maths: 50% Made expected progress, 13% Made accelerated progress <p>Y4</p> <ul style="list-style-type: none"> Reading: 51% Made expected progress, 23% Made accelerated progress Maths: 82% Made expected progress, 42% Made accelerated progress <p>Y5</p> <ul style="list-style-type: none"> Reading: 91% Made expected progress, 82% Made accelerated progress Writing: 97% Made expected progress, 23% Made accelerated progress Maths: 93% Made expected progress, 68% Made accelerated progress <p>Y6</p> <ul style="list-style-type: none"> Reading: 86% Made expected progress, 14% Made accelerated progress Maths: 91% Made expected progress, 11% Made accelerated progress |
| <p>Coaching for staff and Boosting for children</p> | <p>£26607</p> | <ul style="list-style-type: none"> Increase teacher effectiveness Developing standards of teaching for RQTs and HLTAs Increase subject knowledge | <ul style="list-style-type: none"> Leading the Leadership Matters programme for SLT In class support for one teacher 1 x December NPD completed for staff 1 x Well being InSeT day carried out for Staff Maths boosting from January 2020 |

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| | | <ul style="list-style-type: none"> Improved outcomes for children in literacy and numeracy | <ul style="list-style-type: none"> NQT mentor QA meetings carried out |
| Quiet space resources | £250 | <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 | <ul style="list-style-type: none"> Nothing purchased so far this year |
| Support with educational visit costs | £1600 | <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"> To be confirmed by the end of the year |
| Power of 1 and Power of 2 books/ Timetables | £1325 | <ul style="list-style-type: none"> Increased speed in core number skills Increased mathematical skills Parental/School links | <p>Autumn Term:</p> <p>Y3</p> <ul style="list-style-type: none"> Maths: 89% Made expected progress, 35% Made accelerated progress <p>Y4</p> <ul style="list-style-type: none"> Maths: 73% Made expected progress, 53% Made accelerated progress <p>Y5</p> <ul style="list-style-type: none"> Maths: 89% Made expected progress, 62% Made accelerated progress |
| Change partnership counselling | £4000 | <ul style="list-style-type: none"> External support Support for children and families | <ul style="list-style-type: none"> 6 families supported in Autumn |
| Meeting basic needs | £150 | <ul style="list-style-type: none"> Increase children's concentration Reflection time to talk | <ul style="list-style-type: none"> £29 spent in the autumn term |
| Lexia | £1100 | <ul style="list-style-type: none"> Improve phonic knowledge Improve spelling Improve reading speed Improves oral development | <p>Autumn term:</p> <p>Y4</p> <ul style="list-style-type: none"> Reading: 67% Made expected progress, 17% Made accelerated progress Writing: 56% Made expected progress, 6% Made accelerated progress <p>Y5</p> <ul style="list-style-type: none"> Reading: 79% Made expected progress, 68% Made accelerated progress Writing: 90% Made expected progress, 42% Made accelerated progress <p>•</p> <p>Y6</p> <ul style="list-style-type: none"> Reading: 79% Made expected progress, 26% Made accelerated progress |

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| 22 ipads and holders (purchased previous financial year) | £7300 | <ul style="list-style-type: none"> Enhanced immediate feedback Praise and share work Daily intervention for specific children Supporting for immediate feedback provision across the whole school | <ul style="list-style-type: none"> Y4 trail showed positive impact Positive impact on maths data after 4 week trial Positive impact on children's enjoyment of literacy Children's feedback for their enjoyment and engagement in learning was positive Children's editing skills showed an increasing maturity Whole school roll in September |
| Summer School for Y3,4,5 | £2700 | <ul style="list-style-type: none"> Increased pupil confidence going into next year Supporting key knowledge and skills for new year Creating positive relationships between pupils and staff | <ul style="list-style-type: none"> Lead teacher identified Dates agreed |
| PPG Review | £700 | <ul style="list-style-type: none"> Local authority review of use of PPG Advice on current and new initiatives Assessing the qualitative and quantities impact of initiatives | <ul style="list-style-type: none"> Date booked for January 2020 |
| Individual Resources | £3000 | <ul style="list-style-type: none"> Increase engagement in lessons for non-attendees Increase parental support at home Close gaps in key knowledge Reduce anxiety | <ul style="list-style-type: none"> Access to lessons for medical non attender Support for parent/carer |
| Maths factor | £350 | <ul style="list-style-type: none"> Increase knowledge of key mathematical concepts Increase retention of number facts and calculation strategies Increase speed of arithmetic Increase confidence in numeracy | <ul style="list-style-type: none"> Limited use across the school |

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| Total funding received | £112,000 |
| Total funding <u>spent</u> to date | £108,000 |
| Funding (not allocated) remaining | £4000 |

Pupil premium progress over Autumn Term

Year 3

- 47% progressed by 2 steps or more this academic year in reading.
- 4% made accelerated progress
- 47% progressed by 2 steps or more this academic year in writing.
- 4% made accelerated progress
- 39% progressed by 2 steps or more this academic year in maths
- 7% made accelerated progress
- 44% of pupils progressed by 2 steps or more overall
- 5% made accelerated progress

Year 4

- 51% progressed by 2 steps or more this academic year in reading.
- 17% made accelerated progress
- 66% progressed by 2 steps or more this academic year in writing.
- 8% made accelerated progress
- 85% progressed by 2 steps or more this academic year in maths
- 50% made accelerated progress
- 67% of pupils progressed by 2 steps or more overall
- 25% made accelerated progress

Year 5

- 62% progressed by 2 steps or more this academic year in reading.
- 33% made accelerated progress
- 91% progressed by 2 steps or more this academic year in writing.
- 10% made accelerated progress
- 95% progressed by 2 steps or more this academic year in maths
- 43% made accelerated progress
- 83% of pupils progressed by 2 steps or more overall
- 29% made accelerated progress

Year 6

- 91% progressed by 2 steps or more this academic year in reading.
- 13% made accelerated progress
- 83% progressed by 2 steps or more this academic year in writing.
- 9% made accelerated progress
- 87% progressed by 2 steps or more this academic year in maths
- 17% made accelerated progress
- 87% of pupils progressed by 2 steps or more overall
- 13% made accelerated progress

Pupil premium progress over Spring Term

Year 3

- 55% progressed by 4 steps or more this academic year in reading.
- 14% made accelerated progress
- 55% progressed by 4 steps or more this academic year in writing.
- 14% made accelerated progress
- 62% progressed by 4 steps or more this academic year in maths
- 10% made accelerated progress
- 58% of pupils progressed by 4 steps or more overall
- 13% made accelerated progress

Year 4

- 69% progressed by 4 steps or more this academic year in reading.
- 46% made accelerated progress
- 31% progressed by 4 steps or more this academic year in writing.
- 8% made accelerated progress
- 100% progressed by 4 steps or more this academic year in maths
- 54% made accelerated progress
- 67% of pupils progressed by 4 steps or more overall
- 44% made accelerated progress

Year 5

- 67% progressed by 4 steps or more this academic year in reading.
- 33% made accelerated progress
- 86% progressed by 4 steps or more this academic year in writing.
- 14% made accelerated progress
- 81% progressed by 4 steps or more this academic year in maths
- 52% made accelerated progress
- 78% of pupils progressed by 4 steps or more overall
- 33% made accelerated progress

Year 6

- 86% progressed by 4 steps or more this academic year in reading.
- 23% made accelerated progress
- 91% progressed by 4 steps or more this academic year in writing.
- 14% made accelerated progress
- 82% progressed by 4 steps or more this academic year in maths
- 27% made accelerated progress
- 86% of pupils progressed by 4 steps or more overall
- 21% made accelerated progress

LSA Apprentice Intervention Groups

Funky fingers

Activities carried out: Threading beads onto string, making leaf necklaces, placing stickers onto lined patterns, tracing out patterns, cutting out/ organising paper clothes for our washing line, designing patterns by placing the pins into the boards, tying knots into string, Playdoh pizza

Year 3: By the end of all these activities all children were comfortable with their accuracy and efficiency and they were challenged to do all the activities timed. In addition there were peer assessed competitions as to who designs we liked the most.

Year 4: By the end of the activities most children were all able to tie knots, trace patterns and thread smaller objects so rather than thread straws they could thread smaller objects such as beads.

Memory games

Activities carried out were: I went to the shops, shopping list(list 15 objects, 30 seconds to look, then hide the 15 objects see how many they can remember), object memory, pairs, quick memory questions, hide an object, maths timetables

Years 3: At the start the majority of students could remember a maximum of 5 items. This group best learnt to remember by telling a story and when they were put into a story the whole group was able to recall all 18/20 objects.

Years 5 & 6: At the start the majority of students could remember 5 or 6 objects when they played the shopping game, however towards the end of the intervention most were all able to remember at least 8-10 objects,

Reading for meaning

Year 3: At the beginning the children had a small vocabulary to describe items. All of the group have made improvements and were all comfortable enough to take it in turns answering the questions and had completed the first reading for meaning book and are starting on the second book.