

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	
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
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
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> <p>No data for Summer term due to Covid</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

<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>Tuition and pre/post teaching ceased mid point Spring term</p>
<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>Spring Term: From Spring 2 attendance due to Covid was sporadic and has affected the data</p> <p>Y3</p> <ul style="list-style-type: none"> No interventions were carried out this term <p>Y4</p> <ul style="list-style-type: none"> Reading: 72% Made expected progress, 26% Made accelerated progress

			<ul style="list-style-type: none"> • Maths: 87% Made expected progress, 45% Made accelerated progress Y5 <ul style="list-style-type: none"> • Reading: 73% Made expected progress, 15% Made accelerated progress • Writing: 91% Made expected progress, 9% Made accelerated progress • Maths: 86% Made expected progress, 39% Made accelerated progress Y6 <ul style="list-style-type: none"> • Reading: 72% Made expected progress, 24% Made accelerated progress • Maths: 87% Made expected progress, 37% Made accelerated progress
Coaching for staff and Boosting for children	£26607	<ul style="list-style-type: none"> • Increase teacher effectiveness • Developing standards of teaching for RQTs and HLTAs • Increase subject knowledge • Improved outcomes for children in literacy and numeracy 	<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 • 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 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 	Autumn Term: Y3 <ul style="list-style-type: none"> • Maths: 89% Made expected progress, 35% Made accelerated progress Y4 <ul style="list-style-type: none"> • Maths: 73% Made expected progress, 53% Made accelerated progress Y5 <ul style="list-style-type: none"> • Maths: 89% Made expected progress, 62% Made accelerated progress Spring Term: From Spring 2 attendance due to Covid was sporadic and has affected the data Y3 <ul style="list-style-type: none"> • Maths: 51% Made expected progress, 17% Made accelerated progress Y4 <ul style="list-style-type: none"> • Maths: 48% Made expected progress, 30% Made accelerated progress Y5 <ul style="list-style-type: none"> • Maths: 96% Made expected progress, 42% 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 • 6 families supported in Spring No data for Summer term due to Covid

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 • £XX spent in the summer term (TBC) <p>No data for Summer term due to Covid</p>
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>Y6</p> <ul style="list-style-type: none"> • Reading: 79% Made expected progress, 26% Made accelerated progress <p>Spring term: From Spring 2 attendance due to Covid was sporadic and has affected the data</p> <p>Y4</p> <ul style="list-style-type: none"> • Reading: 61% Made expected progress, 33% Made accelerated progress • Writing: 61% Made expected progress, 11% Made accelerated progress <p>Y5</p> <ul style="list-style-type: none"> • Reading: 68% Made expected progress, 32% Made accelerated progress • Writing: 84% Made expected progress, 26% Made accelerated progress
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 • Feedback from children very positive across the school • Embedded from January 2020 onwards
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 • Letters sent and parental permission granted • School to run 18-20th August
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 • Completed • Positive review-please find attached at the end <p><i>Moulsham Juniors and its leaders and staff are committed to closing the gap for pupils in receipt of the Pupil Premium Grant. They demonstrate this through a very wide range of actions, interventions and support and use the money very wisely and with impact.</i></p>

Individual Resources	£600	<ul style="list-style-type: none"> • Increase engagement in lessons for non-attendeers • 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 • Resources supported by parental engagements • Teachers report increased confidence/engagement within class
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 for key children to have pre teach experience • Positive impact on engagement

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.

Pupil Premium Healthcheck for Moulsham Junior School, Chelmsford CM2 9DG

Date: 24.1.2020

Reviewer:

Joanna Bamford, Education Adviser (Leadership & School Effectiveness)

Effective Pupil Premium Reviews should support a “truly self-improving, school-led system”, Sir John Dunford, National Pupil Premium Champion. “Their purpose is to provide an evidence-based approach to assess how a school is spending its pupil premium funding and identify the most effective interventions and overall strategy”. The framework will ensure schools have the opportunity to find the best ways to raise the attainment of their disadvantaged pupils.



Website statutory compliance --

The Education Adviser examined the school website on 22nd September. It states that “ the school’s definition for “ vulnerable children” is those that are deemed to be socially or economically disadvantaged, as well as those who are experiencing emotional difficulties or trauma. In many cases this may be children who are entitled to Free School Meals, but the school is aware that there are other children who will be experiencing difficulties and need support. The performance of all children in the school is closely tracked, but those who fall into the Pupil Premium Group (PPG) will have their performance monitored by a dedicated member of staff”.

For the financial year (April 2019-March 2020) the sum allocated to the school is calculated based on the number of pupils currently in school eligible for FSM and also for those who have received FSM in the past 6 years. On the website, the PPG amount for this year is £112,000 which includes a 2018-2019 carry forward of £9000 saved for a particular purpose.

There is a clear document which identifies the barriers that must be overcome to ensure pupils in receipt of the Pupil Premium Grant have at least equal chances with their peers, and a budget plan to demonstrate how these barriers will be overcome. It is also clear how the impact of the funding has been, and will continue to be, measured.

The school states “the main barriers within our school are : missing prerequisites for literacy and numeracy, emotional resilience, self-image as a learner and attendance/punctuality”.

These elements were discussed further throughout the course of the review.

Moulsham Junior believe that every learner can succeed, and challenge and support them to reach their full potential. They raise the aspiration of learners to ensure that they achieve beyond their expectations.

Outcomes at the last Ofsted Inspection

The school was last inspected in April 2018 and was judged to be good in all areas. The report states that “Disadvantaged pupils” progress in reading, writing and mathematics is improving rapidly and is now good. This is because the school uses its additional funding effectively to make a difference for these pupils”. It also states “The school uses its pupil premium funding effectively to support disadvantaged pupils. Leaders have successfully identified barriers to learning and plan expenditure that is now improving outcomes for pupils currently in school. For example, the weekly “pupil premium conference” provides disadvantaged pupils with one-to-one meetings with school support staff to discuss and review the learning support they require to make good progress. Annual visits to university providers by disadvantaged pupils in Year 6 have increased pupils` aspirations for higher education.

“Governors hold regular review meetings on issues such as safeguarding, pupil premium performance, funding expenditure and progress for pupils who have SEN and/or disabilities. These meetings enable the governing body to hold the school to account accurately”.

The wider Governing Body may be skilled at holding the school to account, but the Governor new to the role will need further support and training to fully understand the complexities of this important work. It would be useful if others could work with her so that her knowledge of targets and expenditure are clear, and that she can talk about the impact of the school`s work, especially as she stated that she would like to “immerse” herself in this work.

Outcomes from School Self Review including Attendance and Punctuality

Aspects of the self-review were completed by the Deputy Headteacher, who is also responsible for Pupil Premium. It would be useful if Governors could consider the first page of the document to ensure there are no gaps which need to be closed. It is good practice for this document to be reviewed annually.

Attendance and Punctuality were discussed with both the D.H. and the Pastoral Lead, both of whom have responsibility for ensuring good attendance and punctuality. The E.A. was supplied with detailed data, and it is clear that the school are doing everything possible to support children and families in this area. Whole school attendance is currently 97.2%, whilst PP attendance is 94.7%. The school has addressed this by having attendance meetings with 22 parents, whilst 13 parents have taken part in meetings about their child`s punctuality. Good links have developed with “hard to reach” parents, and there is considerable support for any child who becomes a school refuser or has social or SEMH difficulties. £ 14,700 of PP funding is used to support the work of the Learning Mentor and there is very good impact from this.

Leadership & Management including Governance

The school website currently states “ **Governors** are closely monitoring the impact of the expenditure on the educational attainment of those pupils at the school who have benefited from the grant funding every half-term. The pupil premium data is reviewed on a termly basis and the next review will be April 2020; a governor impact afternoon focusing on Pupil Premium was carried out in April 2018. The PP Governor also reviews the use of the budget; this was last reviewed in February 2019 and will be next reviewed in Spring 2020”.

Impact is measured quantitatively (through progress and attainment data) with the expectation that PPG children make at least expected progress in line with their peers across the academic year (within Moulsham Junior School this is 6 steps progress, on average 1 step per half-term, 2 steps per term etc) and that progress for pupils is in line with national progress trends. Pupil Premium Progress data for the Autumn Term was made available, and demonstrates how indicators build over time in the school i.e. 87% of Year 6 PP pupils progressed by 2 steps or more overall, compared to 44% of Year 3 pupils, whose first term at Moulsham Juniors this was.

For those strategies where data is not appropriate, impact is measured qualitatively through feedback from pupils, parents and practitioners, questionnaires and observations.

Discussions took place with HLTAs and the Inclusion Manager as to how qualitative measures could continue to be quickly and effectively captured, as there is clearly significant, positive impact on pupils' learning behaviours

The Inclusion Lead works closely with other leaders in the school and with outside agencies. There are 104 pupils with SEN in the school; 23 of these are also in receipt of PPG.

The I.L. felt that Lexia is very impactful for these children and their families; parents understand that ten minutes a day of “informal, interleaved learning” builds further understanding for their children.

He stated that the Power of 1 and Power of 2 interventions are also very useful, taking little time but showing great impact.

The LSA Apprentice leads further interventions throughout the day including Funky Fingers, Memory Games and Reading for Meaning. An assessment to capture pupils' increase in memory skills is currently being devised.

HLTAs from each year group spoke with the E.A. and talked about their targeted work with individuals and groups of children. They all said there was very good communication with teachers, and they felt that together they boosted emotional resilience, and showed pupils who were less confident that everyone learns in a different way.

They felt that the training they have received has been “invaluable” and “phenomenal” when applied to small-group work. They could show a variety of examples of impact, and discussion took place about whether a brief learning conversation using meta-cognitive questions would help to capture qualitative data at the end of each half-term

The Pastoral Lead demonstrated the excellent relationship she has with families, and how she works closely with other senior leaders and the attendance officer. She supports in transition at any level, and often works with individuals on Friday afternoons and Monday mornings. She stated that the school buys into a counselling service, and that a church-run charity sends mentors to work with certain children for up to a year at a time. It was clear in the discussion with a parent, that the E.A. was also part of, that she is trusted and very well-liked

The Deputy Headteacher/ Pupil Premium Lead stated that there are very regular conversations about each child's progress. If not enough progress has been made, then there will be slight adjustments to interventions to ensure this is rectified. The SEN Governor has regular conversations with the Inclusion Manager, and the Pupil Premium Governor will further develop her role to ensure this is included too. The D.H. coordinates pre and post teaching sessions and small group tuition on a ten week timetable, with the Heads of Year planning out what each child/group needs next. The D.H. also carries out maths boosters for 5 months of the year.

The D.H. stated that there is a staff meeting at the start of each academic year to reinforce expectations around the teaching and learning of vulnerable groups. There are also conversations with parents about what they feel are their child's barriers to learning, and how these can be overcome and personalised resources have been, and continue to be purchased this year to support at home. For the next academic year there is a plan to ring-fence an amount per child so that the class teacher can focus on a particular piece of personalised support throughout the year.

Each PPG child has an individual learning conversation every half-term, so that their further learning can continue to be even more personalised and supportive



Involvement of parents/carers/pupils and outside agencies

Discussion with a **parent** whose child is in receipt of PPG took place. The parent stated “If we feel there is a problem then we won't hesitate to contact the school; they are very supportive”. He felt that it would be useful to ensure that all parents are aware of the grant and how to apply for it as his child did not receive it until junior school. His child now receives extra maths tuition and maths games are sent home to support and practise the learning taught in school.

The school makes very good use of outside agencies if needed. There is support for vulnerable families through Change Partnership, social and emotional support for individuals

and small groups through the LSA Apprentice and other key staff, and a recent “Aspire to University” trip after which 69% of the children believed they would be able to study at university.

The Hive is a recent school-initiated setting based in Moulsham Juniors itself, which is already having significant impact and support for the children referred in to it. PPG money partly finances the highly-trained teacher within the setting. Pupils are specifically timetabled to work with her, and teachers refer children into the setting when they feel other avenues of support have not worked for that individual. Assessments take place on entry and again when a specific programme has been completed, so that impact can be seen. Support is personalised in each session, and children know this is a safe space in which to develop their emotional resilience; The Hive gives children the tools to be successful, and is a unique setting with a unique teacher, in a role which ensures that children with significant SEMH needs continue to be part of Moulsham Juniors

Next steps

Moulsham Juniors and its leaders and staff are committed to closing the gap for pupils in receipt of the Pupil Premium Grant. They demonstrate this through a very wide range of actions, interventions and support and use the money very wisely and with impact.

Staff build good relationships with pupils and their families, they are passionate about wellbeing for all, and are flexible in their approach so that this is possible. The experiences, over and above the rich curriculum are extensive and very valuable for lifelong learning habits and supporting pupils as they move towards the world of employment and further study.

The school wants to be at the forefront of best practice and therefore some next steps were discussed and agreed:

- a) To continue to support and coach the Governor new to the Pupil Premium role, so that she can immerse herself in it quickly, feeling equipped to talk about actions and their impact. It would be useful if the self-evaluation could be completed, as the first section has particular relevance to a new Governor
- b) To check whether there has been any change of circumstances in families where they may now be in receipt of PPG. The school will reflect on how best to reinforce this
- c) Consider how best to capture the impact of qualitative work from the HLTA group, possibly at the end of each half-term; metacognitive/ reflective questions are often very useful when having learning conversations with pupils to facilitate this
- d) Consider whether numerical targets are sometimes more precise and appropriate for some cost centre spending

As a next step it would also be worth considering how the very good practice at Moulsham Juniors can reach a wider audience. Leaders see what they are doing as natural and “normal” and it is wonderful that they do. However many schools would benefit from learning what this school do so well, and how they might be able to capture a little of this best practice in their own settings.

Thank you all for your time during the course of the Review and for organising it so efficiently and effectively.

Further Support Required

Using the pupil premium effectively

The Education Endowment Foundation (EEF) has produced a [teaching and learning toolkit](#) to help teachers and schools use the pupil premium effectively to support disadvantaged pupils.

EEF's [families of schools database](#) helps teachers learn about effective practice from similar schools.

EEF has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

You can find information on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). We've encouraged all schools with excellent results to share their achievements, strengths and experience with other schools.

The EEF website includes details of school-based research projects.

Information about these is available via

<http://educationendowmentfoundation.org/toolkit/toolkit-a-z/>.

Explanations about how to apply for funding for research-based in-school projects are also available