



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

**Mildmay Infant & Nursery School**

# **Pupil Premium Grant**

**2018-2019**

## Pupil Premium Grant Expenditure 2018 - 2019



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

### Pupil Premium Support at Mildmay Infant & Nursery School

At Mildmay Infant & Nursery School we continually review the support given to our Pupil Premium children to ensure we are providing the best possible provision to overcome any barriers to learning. All children are individuals and through assessing their wellbeing and involvement as well as their learning capacity we aim to ensure they are not disadvantaged and prepared for lifelong learning.

As a school we acknowledge that not all pupil premium children are identified due to the introduction of universal free school meals for infant children and therefore we aim through high quality provision mapping, to meet the needs of all learners at our school. The positive progress picture for our children is enhanced by quality teaching and learning and assessment which inform future planning and support.

### Overview of the school

Number of pupils and pupil premium grant (PPG) received:	
% of pupils eligible for PPG	9
Amount of PPG received per pupil	£1320
Total amount of PPG received	£12180.00

Item/project	Cost	Objectives
Staffing support hours including Senco's, Deputy and LSA focused support.	£12290.00	<ul style="list-style-type: none"> <li>To continue high quality support provided historically for the Pupil Premium Children.</li> <li>To adapt class based interventions according to the needs of the individual PP children.</li> <li>To continue to focus on the PPG children who also have additional educational needs.</li> <li>To continue to ensure the excellent progress of all PPG children.</li> <li>To remove any barriers to learning for all learners.</li> </ul>
<b>Total:</b>	<b>£12290.00</b>	

Total PPG received	£12290.00
Total PPG expenditure	£12290.00

Provision for Pupil Premium Group outside the allocated Funding:
<p>The following additional support is provided for the pupil premium pupils at Mildmay Infant &amp; Nursery School:</p> <ul style="list-style-type: none"> <li>School based counselling hours.</li> <li>Access to the 'Fly the Nest' social &amp; emotional wellbeing project.</li> <li>SEN provision mapped support.</li> <li>Reverse inclusion with Resource Base Staff.</li> <li>Life Skills part of the curriculum.</li> <li>Lunchtime wellbeing club.</li> <li>Wellbeing and Involvement supported and impact measured.</li> <li>Support for individual families according to needs.</li> <li>Transition support.</li> <li>Access to support from wellbeing LSA.</li> </ul>

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### Removing Barriers

Identified Barrier	Strategies	Impact
<p><b>Where a pupil premium child has additional needs which includes EHC Plans.</b></p>	<p>SENCo coordinates support for the PP group since 2015.</p> <p>Case Studies in place to monitor progress and wellbeing and involvement measures.</p> <p>PP interventions linked to assessment knowledge from class teachers and SENCo's.</p> <p>Assessments shared with all adults working with PP children.</p> <p><b>Access to:</b> Specialist Teacher Team / Therapists / Education Psychologists.</p> <p>Parent Café</p> <p>Fly the Nest Wellbeing Programme.</p> <p>Lunchtime Wellbeing Club.</p> <p>School Counsellor.</p>	<p><b>2015:</b> The SEN children with additional pupil premium support achieved better than the SEN group without pupil premium funding.</p> <p>Case studies show the progress of the pupil premium group matches that or is improving towards that of other children with the same starting points.</p> <p><b>2016:</b> Although there was a higher number of pupil premium children with SEN in this cohort the group achieved above other pupil premium children nationally.</p> <p><b>2017:</b> Introduction of schools Pupil Premium Progress Patchworks show strong progress of PP children with additional needs. Historical picture supported by case studies.</p> <p><b>2018:</b> Cohort compared favourably to others nationally and individual case studies, patchworks and Boxall Profile show substantial and sustained progress from starting points.</p> <p>Case Studies &amp; Progress Patchworks seen by Standards and Excellence Commissioners, Challenge Partners, Governors and School to School Review HT's.</p>
<p><b>Where a child does not start their learning journey at our school.</b></p>	<p>Children's progress assessed from their starting points whatever term or year group they join to ensure it is substantial and sustained.</p> <p>Progress picture measured through pupil work, Case Studies, teacher assessments and planning.</p>	<p><b>2016:</b> The Pupil Premium group achieved above the national average in all areas at expected and above and at greater depth.</p> <p>RaiseonLine does not show any significant difference to national except in exceeding converting to greater depth in writing which is – 1.</p> <p><b>2017:</b> Strong progress seen in Case Studies for children who didn't start their learning journey at the school.</p> <p><b>2018:</b> Evidence that this barrier is being addressed – continue as a focus 2019.</p>
<p><b>Where learning is not or cannot be supported at home.</b></p>	<p><b>Access to:</b></p> <ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• Classroom Snapshots</li> <li>• Homework information on Website.</li> <li>• Structured conversations between school &amp; home.</li> <li>• Volunteer reading mentors.</li> <li>• Additional support in school.</li> </ul>	<p><b>2017:</b> Attendance at Classroom Snapshots and positive feedback from parents on how this supports homework.</p> <p>Reading progress seen on teacher assessment sheets as a result of additional reading support in school.</p> <p>Case Studies show a clear progress picture from starting points.</p> <p><b>2018:</b> Additional support in school overcoming barrier but continued focus on parental support and engagement.</p>

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<p><b>Where a PP child or their sibling has a significant social and emotional needs.</b></p>	<p>Access to school counsellor support.</p> <p>Support from Specialist Teacher Team.</p> <p>Fly the Nest Project.</p> <p>BAP Transition project.</p>	<p><b>2016:</b> This is a recently identified trend and impact will be measured over time.</p> <p><b>2017:</b> Evidence of improved wellbeing and involvement in case studies.</p> <p>Evidence of strong progress in case studies.</p> <p>Yr 2 children supported through the transition project to the Junior School.</p> <p><b>2018:</b> Not applicable to current cohort.</p>
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### The Impact of the Pupil Premium Grant 2011 – 2015: KS 1

	% Y2 PPG	All Subjects		Reading		Writing		Maths	
		School	National	School	National	School	National	School	National
2011		15.0	13.5	16.3	13.9	14.3	12.6	14.3	14.1
2012	3%	15.8	14.1	17.0	14.4	15.4	13.2	15.0	14.6
2013	4%	14.6	14.3	15.3	14.8	13.6	13.5	15.0	14.8
2014 PP	3%	15.9	15.8	16.0	15.8	16.0	15.8	15.7	15.8
2014 FSM	8%	18.0	14.6	18.0	15.0	18.0	13.7	18.0	15.0
2015 PP SEN	10%	12.1	14.8	12.1	15.2	11.9	14.0	12.3	15.1
2015 FSM SEN	9%	12.5	14.8	12.5	15.2	12.3	14.0	12.8	15.1
2015 PP non SEN		16.3	14.8	17.6	15.2	15.0	14.0	16.3	15.1

The children eligible for pupil premium funding achieved above the national average APS in all areas from 2011 to 2014. The PPG APS at the end of Yr 2 2015 was predicted to be below the national average due to the context of the cohort. The 2015 non-SEN children are securely above national average. The SEN context of the group also impacted on the phonics pass % in Year 1 & Year 2. As a school we therefore identified that if our pupil premium children also have special educational needs which includes EHC Plans then this is a barrier which we should aim to overcome. Therefore when we allocated the 2016 - 2017 funding, we included support and expertise from the Special Educational Needs Coordinators.

### Overview of Pupil Premium Progress 2012 – 2015: KS 1 (5 Terms)

	All Subjects	Reading	Writing	Maths
2012	9.4	10.5	9.1	8.6
2013	8.4	7.4	9.6	8.4
2014 PP	10.3	9.8	10.7	10.5
2014 FSM	11.6	11.3	11.3	12.3
2015 PP	7.5	7.7	7.2	7.6
2015 FSM	7.6	7.8	7.5	7.7
2015 PP non SEN	13.1	12.6	14.0	12.6

2015 shows a gap but evidence of substantial and sustained progress can be seen in individual case studies and historical Yellow Brick Roads. The non – SEN PPG have made outstanding progress and in some cases exceeded the progress and attainment of their peers.

As a school, we are very proud of the attainment and achievement our PP SEN pupils made in 2015. Although there was a dip in PP attainment & achievement because of the high % of SEN; they achieved better than their non PP SEN peers (in all areas except writing progress) due to the high quality support and interventions this extra funding allows.

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Progress	Reading	Writing	Maths
PP SEN	7.7	6.6	8.2
SEN (Non PP)	7.1	6.7	6.5
Difference	+0.6	-0.1	+1.7

Attainment	Reading	Writing	Maths
PP SEN	13.3	12.6	12.6
SEN (Non PP)	12.3	11.5	12.0
Difference	+1.0	+1.1	+0.6

### Overview of Pupil Premium Attainment – Assessment without Levels: 2016

At Mildmay Infant & Nursery School we are successfully assessing without levels and we have worked with Dame Alison Peacock to fully embrace the ethos that learning is limitless.

Internal progress measures and systems clearly show strong progress for our small 2016 Pupil Premium cohort. This is evidenced in individual case studies, children's work, teacher assessment documents and progress in lessons.

#### Pupil Premium 2016: Attainment

Subject	School Expected or above	National Expected or above	Difference	School Greater Depth	National Greater Depth	Difference
Reading	64%	62%	+2%	18%	13%	+5%
Writing	55%	53%	+2%	9%	7%	+2%
Maths	64%	60%	+4%	18%	10%	+8%

#### 2016 Gap Analysis: Expected & Above

Subject	PP expected or above	Other Pupils expected or above	School GAP	National GAP	GAP difference to National	ROL
Reading	64%	82%	18%	16%	+ 2%	Not sig to National.
Writing	55%	65%	10%	17%	- 7%	
Maths	64%	85%	21%	17%	+ 4%	Not sig to National.

#### 2016 Gap Analysis: Greater Depth

Subject	PP Greater Depth	All Pupils Greater Depth	School GAP	National GAP	GAP difference to National	ROL
Reading	18%	36%	18%	14%	+ 4%	Not sig to National.
Writing	9%	17%	8%	9%	-1%	Not sig to National.
Maths	18%	36%	18%	10%	+ 8%	Not sig to National.

#### Pupil Premium Outcomes 2017:

Due to the size of the 2017 Pupil Premium cohort (6 pupils) the strong progress from starting points is presented in individual case studies and patchworks. ASP (previously RAISEonline) shows an attainment gap between the PP children and other pupils. The school predicted this gap due to the size and context of the cohort but internal evidence and assessments indicate at least good progress.

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### Pupil Premium Outcomes 2018:

Due to the size of the 2018 Pupil Premium cohort the strong progress from starting points is presented in individual case studies and patchworks. Progress is also measured using the Boxall Profile and Leuvan Wellbeing and Involvement. This cohort compared favourably to other pupils and made better than expected progress.

Impact & Review (Value for Money.) 2017 -2018		
Support	Impact	Review
To provide LSA hours to provide focused support for pupils entitled to the PPG.	<ul style="list-style-type: none"> <li>Where children have social, emotional and behavioural needs support from a consistent LSA has impacted on confidence as well as progress.</li> </ul>	<ul style="list-style-type: none"> <li>Continue support 2018 - 2019</li> </ul>
Qualified Teacher input to plan, assess and teach PPG. Support to LSA intervention groups currently running.	<ul style="list-style-type: none"> <li>In 2018 cohort compared favourably to peers.</li> <li>Having a qualified teachers involved with the assessing and planning for the PP children means that where there are contextual factors these can be taken into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Qualified teacher support will come from SENCO / Deputy and class teachers.</li> </ul>
SENco hours to coordinate support for the PPG children who have additional educational needs.	<ul style="list-style-type: none"> <li>This is evidenced in as being successful in 2016 / 2017 /2018.</li> </ul>	<ul style="list-style-type: none"> <li>SENco hours will continue to be allocated to the PP children.</li> </ul>

#### What our LA SEC said of our PPG provision 2017:

- The PPG Leader has clear evidence which shows how pupils are tracked and the evaluation of the impact on these pupils.
- The school questions well to provide a range of support which helps address needs. These include the engagement of parents to help support their children with learning through school based activities.
- Where targeted support is provided through additional adults there are good systems of communication so that achievements in learning (daily assessment sheets) ensure that the teacher is responsible for outcomes of all the pupils.
- Planning documentation, which is checked by the leader, ensures that pupil premium support is identified ensuring that teachers have a good knowledge of the learning needs of pupil premium.
- Evidence of progress is checked against work in books to ensure assessments are secure.
- The Pupil Premium Patchwork is a good record of quickly showing progress over a period of time.
- This is important where pupils arrive at later starting points or may have specific or complex barriers to learning.
- The school has secure and well thought out processes and strategies to support pupil premium pupils.
- The leader makes effective use of tracking to check progress in a range of learning and needs.
- Current progress suggests that this is at least good.
- At the heart of the work is a clear rationale for how funding is used which ensures that actions are focused upon developing the whole child.

#### What Ofsted 2014 said of our PPG provision:

'This is a rapidly improving school in which all pupils from all backgrounds make excellent progress, no matter what challenges they face.'

'Disabled pupils, those who have special educational needs and pupils supported by the pupil premium all make at least good progress.'

'Additional targeted funding is used very effectively to promote excellent learning and progress. This is typified by the highly effective use of pupil premium funding.'

'The use of this funding to purchase additional teaching and learning support has brought about significant improvements in progress for those who are entitled to this benefit.'

'Recently pupils who are entitled to benefit from additional pupil premium funding have made rapid progress. There is now a firmly established pattern, which is set to be continued, of these pupils attaining standards and making progress that is every bit as good as that of other groups in the school. It is also frequently better than that of pupils nationally.'