

# Inglewood Community Nursery and Infant School Pupil Premium Strategy Statement 2017-18

## 1. Summary information: Inglewood Community Nursery and Infant School

Here at Inglewood Community Nursery and Infant School, we believe that everyone matters. We have high aspirations for all our learners across the whole curriculum. We aim to work in partnership with parents and carers and we offer a broad, balanced and inspirational curriculum which enables our learners to experience success and high attainment. Our learners are at the centre of all that we do and we support and challenge them to not only develop self-discipline, resilience and application when learning but also to develop as engaged and interesting young learners. Within our creative and inclusive environment, respect for each other and our differences is key to our learning and teaching approach. Inglewood has been at the heart of this community for over 60 years and continues to reflect the changing needs of our pupils and community. We strive to make a positive contribution to the wider world locally, nationally and internationally.

One of the resources that we use to support achievement is our pupil premium funding. Pupil premium funding is a grant given by the government to those who are eligible. The grant aims to diminish the difference in attainment gap for those children who may be disadvantaged by income, family circumstance or family upheaval. We ensure that the pupil premium grant is spent on activities and approaches which have been proven both by our school's own research and outcomes and by that of the Education Endowment Foundation to have a high impact on learners' outcomes. We ensure that any disadvantaged learners have their individual needs assessed in order to provide them with interventions which support and complement our whole school approaches. We monitor these interventions in order to ensure best value and maximum impact.

<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£61 874	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	243	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of this strategy</b>	April 2018

## 2. Current attainment at end of Key Stage 1 (2017 Outcomes)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	18%	67 %
<b>% making progress in reading</b>	50%	79 %
<b>% making progress in writing</b>	18%	71 %
<b>% making progress in maths</b>	43%	78 %

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Baseline on entry level in the Early Years Foundation Stage (Little Fawns, Nursery and Reception) is lower than that of non-pupil premium peers in aspects of the prime area of communication and language with speech and language a particular challenge.	
<b>B.</b>	Baseline on entry level in the Early Years Foundation Stage (Little Fawns, Nursery and Reception) is lower than that of non-pupil premium peers in aspects of the prime area of personal social and emotional development with self-regulation and self-esteem a particular challenge.	
<b>C.</b>	Baseline on entry levels in the Early Years Foundation Stage (Little Fawns, Nursery and Reception) is lower than that of non-pupil premium peers in aspects of the prime area of physical development with gross and fine motor skills a particular challenge.	
<b>D.</b>	Low attainment at end of EYFS	
<b>External barriers</b>		
<b>E.</b>	Low attendance levels amongst pupil premium pupils	
<b>F.</b>	Lack of parental engagement and support with in-school opportunities and / or home learning	
<b>G.</b>	A number of our pupil premium learners have multiple barriers to their learning. These include multi-agency early help, statutory educational and / or safeguarding involvement	
<b>H.</b>	Parent/ carer needs including finance, housing, mental and physical health, vulnerability.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Improved communication, language and literacy skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.</p> <ul style="list-style-type: none"> <li>• All disadvantaged learners without SEN or EAL will show achieve at least a good level of development in speaking and listening by the end of the EYFS.</li> <li>• All disadvantaged pupils without SEN or EAL will be working at the expected standard in speaking and listening by the end of KS1.</li> <li>• All disadvantaged pupils without SEN or EAL will achieve at least age related expectations in reading and writing by the end of the EYFS.</li> <li>• All disadvantaged pupils without SEN or EAL will be working at the expected standard in reading and writing by the end of KS1.</li> </ul>

2.	Improved self-regulation and self-esteem skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.</p> <ul style="list-style-type: none"> <li>• All disadvantaged pupils without SEN or EAL will achieve at least age related expectations in the PSED prime area by the end of the EYFS.</li> <li>• All disadvantaged pupils without SEN or EAL will show high well-being and involvement Leuven scores when faced with academic challenges more often than they show low well-being and involvement scores.</li> <li>• All disadvantaged pupils without SEN or EAL will show an improvement in Boxhall category scores after nurture interventions.</li> </ul>
3.	Improved gross and fine motor skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.</p> <ul style="list-style-type: none"> <li>• All disadvantaged learners without SEN or EAL will show achieve at least a good level of development in physical development by the end of the EYFS.</li> <li>• All disadvantaged pupils without SEN or EAL will meet the expected standard of secretarial writing by the end of KS1.</li> </ul>
4.	Increased number of pupil premium learners reaching a greater depth across the curriculum	<ul style="list-style-type: none"> <li>• The percentage of pupils reaching a good level of development in the EYFS specific areas will match national level by 2018.</li> <li>• The gap between the percentage of disadvantaged pupils working at greater than expected depth and non-disadvantaged working at greater than expected depth at the end of KS1 will decrease by at least 10% based on 2016-17 data.</li> </ul>
5.	Increased attendance for learners eligible for pupil premium	<ul style="list-style-type: none"> <li>• The persistent absence rates of disadvantaged pupils will reduce based on 2016-17 data.</li> </ul>
6.	Increased parental engagement for parents / carers of learners eligible for pupil premium	<ul style="list-style-type: none"> <li>• All parents / carers of will engage with at least one social, one academic and two review events during 2017-18.</li> </ul>
7.	Consolidated coherent approaches across all the agencies involved with learners eligible for pupil premium	<ul style="list-style-type: none"> <li>• Termly meetings between wider ranges of stakeholders will be established.</li> </ul>
8.	Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium	<ul style="list-style-type: none"> <li>• Establish an increased range of opportunities in order to support parents/ carers to discuss funding decisions.</li> <li>• All parents of PP children to attend at least 1 meeting during 2017-18</li> </ul>

The three headings below in our planned expenditure section enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Planned expenditure					
Academic year	2017-18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Quality of teaching for all</b>					
Increase in positive relationships and parent / carer confidence (DO:6, 8)	<ul style="list-style-type: none"> <li>All new starters to have a home visit</li> <li>Increase parental engagement with pupil progress measures through introduction of termly report to complement book looks and social events</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>100% of pupils will make a successful transition into school</li> <li>Increase of 30% in parents/ carers returning comments slips</li> </ul>	SLT Admin	Termly
Increase in attendance (DO:5)	<ul style="list-style-type: none"> <li>Target lates and establish individual support mechanisms for families</li> <li>Introduce a phone consultation before first meeting for poor attendees</li> <li>Link families to key worker for attendance issues</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>100% of persistently late families with no additional barriers will have improved timekeeping by Easter 2018</li> <li>Attendance will meet national target by Summer 2018</li> </ul>	SLT Nurture Team Admin	Half-termly

Planned expenditure					
Academic year	2017-18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved self-regulation and self-esteem skills for learners (DO:2)	<ul style="list-style-type: none"> <li>Diminishing Difference music, gardening, baking, sports and baking groups to be established to increase self-esteem</li> <li>Small PSE and Nurture sessions to be continued</li> <li>Employ an additional MDS to support lunch time playing and activities</li> <li>Begin transition activities in October 2017 for Years 2s</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>Pre and post confidence / Boxhall profile questionnaires; Leuven scales engagement measures;</li> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Playground diaries</li> <li>Transition to y3</li> </ul>	SLT SENCO PE Team Admin Nurture Team	Half termly
<b>Total budgeted cost</b>					£11754
Targeted support					
Improved communication, language and literacy skills for learners eligible for pupil premium (DO:1)	<ul style="list-style-type: none"> <li>Maintain focus on speech in SIP</li> <li>Use one STA for all NHS / ECHP speech packages</li> <li>Timetable children with differentiated speech needs into cross phase groups to gain maximum impact</li> <li>Introduce 'Wordshark' to support independence and</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Review end of term outcomes</li> </ul>	SLT SENCO	Half termly

Planned expenditure					
Academic year	2017-18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved gross and fine motor skills for learners eligible for pupil premium (DO:3)	<ul style="list-style-type: none"> <li>Diminishing Difference, gardening, baking, sports and baking groups to be used with focus on gross motor skills</li> <li>Introduce cursive script earlier to support self-esteem</li> <li>Use dough gym throughout school</li> <li>Increase gross motor provision at lunchtimes</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Review end of term outcomes</li> </ul>	SLT SENCO Nurture Team PE Team	Half termly
Increased number of pupil premium learners reaching a greater depth across the curriculum (DO:4)	<ul style="list-style-type: none"> <li>Embed independent behaviours for learning through SUMO</li> <li>Develop mastery through SUMO behaviours for learning</li> <li>Develop critical thinking approaches across both EYFS and KS1 through teachers' research project</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Lesson observations</li> <li>Award Assemblies</li> <li>Review end of term outcomes</li> </ul>	SLT Lit Maths Leads PSE Leads	Termly
<b>Total budgeted cost</b>					£42 860
<b>Other approaches</b>					

Planned expenditure					
Academic year	2017-18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embedded coherent approaches across all the agencies involved with learners eligible for pupil premium (DO:7)	<ul style="list-style-type: none"> <li>Establish attendance at termly meetings provided by external agencies</li> <li>Establish monthly pupil wellbeing meetings with key staff</li> <li>Purchase on-line tracking tool to allow easy transfer of data throughout cluster</li> </ul>	Outcomes from 2016-17 PP strategy	<ul style="list-style-type: none"> <li>Tracking of individual children's Leuven and attainment scores</li> </ul>	SLT SENCO Nurture Team	Termly
Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium (DO:8)	<ul style="list-style-type: none"> <li>Establish additional ways of engaging parents / carers in the determination of their child's allocation.</li> <li>Develop use of child's voice in determination of spend.</li> </ul>	Outcomes from 2016-17 PP strategy	Parental engagement at meetings Children's engagement and attendance	SLT SENCO Nurture Team	Termly
<b>Total budgeted cost</b>					£7 260