

Inglewood Community Nursery and Infant School pupil premium strategy statement

Review of expenditure April 2016 – July 2017

Outcomes		Success criteria	Evidence																																
A.	Improved communication, language and literacy skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data. Achieved</p> <p>All disadvantaged learners without SEN or EAL will achieve at least a good level of development in speaking and listening by the end of the EYFS. Ongoing to 17-18</p> <p>All disadvantaged pupils without SEN or EAL will be working at the expected standard in speaking and listening by the end of KS1. Ongoing to 17-18</p> <p>All disadvantaged pupils without SEN or EAL will achieve at least age related expectations in reading and writing by the end of the EYFS. Ongoing to 17-18</p> <p>All disadvantaged pupils without SEN or EAL will be working at the expected standard in reading and writing by the end of KS1. Ongoing to 17-18</p>	<p>End of KS1 2017: % all pupils meeting national expectations</p> <table border="1" data-bbox="1317 360 2033 507"> <thead> <tr> <th>Subject</th> <th>2016</th> <th>2017</th> <th>+ / -</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52 %</td> <td>69 %</td> <td>+17 %</td> </tr> <tr> <td>Writing</td> <td>12 %</td> <td>22 %</td> <td>+10%</td> </tr> <tr> <td>Mathematics</td> <td>50 %</td> <td>59 %</td> <td>+9%</td> </tr> </tbody> </table> <p>End of KS1 2017: % disadvantaged pupils meeting national expectations</p> <table border="1" data-bbox="1317 619 2011 767"> <thead> <tr> <th>Subject</th> <th>2016</th> <th>2017</th> <th>+ / -</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>50%</td> <td>+14%</td> </tr> <tr> <td>Writing</td> <td>4%</td> <td>18%</td> <td>+14%</td> </tr> <tr> <td>Mathematics</td> <td>17%</td> <td>43%</td> <td>+26%</td> </tr> </tbody> </table>	Subject	2016	2017	+ / -	Reading	52 %	69 %	+17 %	Writing	12 %	22 %	+10%	Mathematics	50 %	59 %	+9%	Subject	2016	2017	+ / -	Reading	26%	50%	+14%	Writing	4%	18%	+14%	Mathematics	17%	43%	+26%
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B.	Improved self-regulation and self-esteem skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data. Achieved</p> <p>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. Ongoing to 17-18</p> <p>All disadvantaged pupils without SEN or EAL will show high well-being and involvement Leuven when faced with academic challenges more often than they show low well-being and involvement scores. Achieved</p> <p>All disadvantaged pupils without SEN or EAL will show an improvement in Boxall category scores after nurture interventions. Achieved</p>																																	
C.	Improved gross and fine motor skills for learners eligible for pupil premium	<p>Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data.</p> <p>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. Ongoing to 17-18</p> <p>All disadvantaged pupils without SEN or EAL will meet the</p>																																	

		expected standard of secretarial writing by the end of KS1. Ongoing to 17-18																					
D.	Increased number of pupil premium learners reaching a greater depth across the curriculum	The percentage of pupils reaching a good level of development in the EYFS specific areas will match national level by 2018. Ongoing to 17-18 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 10% based on 2015-16 data. Ongoing to 17-18																					
E.	Increased attendance for learners eligible for pupil premium	The persistent absence rates of disadvantaged pupils will reduce based on 2015-16 data. Ongoing to 17-18	<table border="1"> <thead> <tr> <th colspan="4">Attendance %</th> </tr> <tr> <th>Year</th> <th>All</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>93.13%</td> <td>91.89%</td> <td>94.43%</td> </tr> <tr> <td>Y1</td> <td>92.83%</td> <td>92.13%</td> <td>93.53%</td> </tr> <tr> <td>Y2</td> <td>95.71%</td> <td>95.35%</td> <td>96.07%</td> </tr> </tbody> </table>	Attendance %				Year	All	PP	Non PP	R	93.13%	91.89%	94.43%	Y1	92.83%	92.13%	93.53%	Y2	95.71%	95.35%	96.07%
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F.	Increase in positive relationships and parent / carer confidence	High attendance at staff-initiated meetings. 2016-17 will be a benchmark year due to attendance challenges in 2015-16 because of building work. Partially achieved																					
G.	Embedded coherent approaches across all the agencies involved with learners eligible for pupil premium	Increased communication between stakeholders. Achieved	All meetings called by school which were scheduled either took place on planned day or within 2 weeks if rescheduled due to staff absence.																				
H.	Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium	Increased attendance at staff-initiated meetings. 2016-17 will be a benchmark year due to attendance challenges in 2015-16 because of building work. Partially achieved																					

1. Review of expenditure: 2016-17

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost 16-17
i: quality of teaching				
Increase in positive relationships and parent / carer confidence (2016-17F)	Home visits Flexible consultations Staff availability in mornings and after school Text messages Use of Facebook page	Home visits carried out to 100% of new starters in EYFS and to 94% of new starters in KS1 which meant that positive relationships established from outset for these PP and non PP learners. Text messages, Facebook and staff availability meant high attendance at book looks and family events. 100% of PP children had attendance by a family member at at least one social school event in 2016-17 which meant increased parental engagement with school. However, only 20% of all parents / carers returned report comments sheets at end of year.	Continue with texts, Facebook, flexible consultations. Lessons learnt and actions: Where children in KS1 had not been pre-visited, there were transition issues. Actions 2017-18: <ul style="list-style-type: none"> • All new starters to have a home visit • Increase parental engagement with pupil progress measures 	£685
Increase in attendance	Tracking on a weekly basis. Regular consultations with non-attendeo parents / carers Pick up on way to school Half-termly rewards	Over 320 certificates and prizes handed out in 2016-17 and 7 children were 'picked up' because their parents (for own medical reasons) could not get children to school which meant that attendance increased overall because more children gained full attendance than in previous year. Attendance rates did not meet national targets Number of lates recorded increased from 2015-16	Persistent non-attenders did not attend support meetings; Increase in lates as more children wanted to attend school a Action 2017-18 <ul style="list-style-type: none"> • Maintain rewards, pick-ups • Target lates • Introduce a phone consultation before first meeting for poor attendees 	£315

1. Review of expenditure: 2016-17

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost 16-17
<p>ii Targeted support</p> <p>Improved self-regulation and self-esteem skills for learners</p>	<p>Reception: Music sessions; Small PSE group work with nurture lead;</p> <p>Year 1: Music sessions; Nurture sessions with HLTA</p> <p>Year 2: Music sessions; Nurture sessions with HLTA</p>	<p>Every child in school had 13 hours of music led by specialist in addition to class music. Which meant increased involvement and enjoyment of school for 100% of PP learners.</p> <p>Improvement in 100% of PP learners in pre and post PSE and nurture sessions for question 'I am confident to try new things'.</p>	<p>Impact of music lessons not PP specific.</p> <p>Action 2017-18</p> <ul style="list-style-type: none"> • Music sessions to be funded from general school budget; Diminishing Difference group to be established • Small PSE and nurture sessions to be continued 	£ 15 056
<p>Improved communication, language and literacy skills for learners eligible for pupil premium</p>	<p>Reception: Small concept pre-teaching group work and small group work for literacy with STAs; 1 to 1 reading with STAs; small group work for speech development</p> <p>Year 1: Time to talk groups and communication small group with DHT</p> <p>Year 2: Communication groups with STA</p>	<p>Reception:</p> <p>Limited progress for Reception learners in with 30-50 (E or D) or below on entry in listening and attention.</p> <p>All pupils with speech packages made progress which meant increased confidence in classroom engagement</p> <p>Year 1 and Year 2:</p> <p>All pupils with speech packages made progress but limited progress with non-package speech children in Time to Talk and Communication due to staff changes throughout year.</p>	<p>Learners without non-package speech require ongoing input</p> <p>Action 2017-18</p> <ul style="list-style-type: none"> • Consistent STA for speech packages so that other STAs can support non-package children speech outcomes • Timetabling of speech input to gain maximum impact. 	£12 572
<p>Improved gross and fine motor skills for learners eligible for pupil premium</p>	<p>EYFS: Outdoor STA Summer 2016</p> <p>Reception: Physical outdoors / fine motor groups/ dough gym/ with STAs</p> <p>Year 1: STA support for swimming; baking group with STA</p> <p>Year 2: Baking group with STA</p>	<p>The full-time outdoor STA established directed and continuous provision and this has meant that children are able to access the outdoor independently. This had an impact on all EYFS pupils.</p> <p>Reception: All PP children without additional needs made at least expected progress in moving and handling</p> <p>Year 1 and Year 2: All children without additional needs evidenced improved fine motor skills in food decoration and handwriting</p>	<p>Baking had many additional impacts including self-esteem, pupil engagement and in once case improved attendance. Cost of outdoor person not sustainable</p> <p>Action 2017-18</p> <ul style="list-style-type: none"> • Introduce cursive script earlier to support self-esteem • Use dough gym throughout school • Introduced gardening group using baking group as model 	£5 750

1. Review of expenditure: 2016-17				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost 16-17
Increased number of pupil premium learners reaching a greater depth across the curriculum	<p>Reception: Nurture and PSE groups</p> <p>Year 1: 'Diminishing the difference' sessions for maths and literacy with a full-time STA and group work with a T.</p> <p>Year 2: 'Diminishing the difference' sessions for maths and literacy with a full-time STA and group work with a T</p>	<p>Reception: Due to staff absence, this approach was not used, rather PP pupils were supported in prime areas by STAs.</p> <p>Year 1: Sessions meant that at end of year assessments 4 out of 7 made at least expected progress in maths, 5 out of 7 in reading and 3 out of 7 in writing. Following individual intervention 1 pupil is working at greater depth in maths at end of year 1.</p> <p>Year 2: All pupils made progress following sessions but limited evidence of this when pupils working independently</p>	<p>Pupils need to develop resilience to work independently</p> <p>Action 2017-18</p> <ul style="list-style-type: none"> • Sustain maths programmes and develop mastery • Embed independent behaviours for learning • Develop critical thinking approaches across both EYFS and KS1 	£22 351
iii Other approaches				
Embedded coherent approaches across all the agencies involved with learners eligible for pupil premium	<p>Reception: STA working with medical needs pupils</p> <p>Year 1: STA working with medical needs pupils</p> <p>Year 2: Transition to IJS</p> <p>SENCO role to be consolidated</p> <p>MDS supporting sports leaders</p>	<p>This approach was used consistently throughout the year which meant that exchange of information was timely and appropriate. All children who required additional support received it which meant that transitions to IJS in 2016 and 2017 were successful. MDS support for pp sports leader ensured that those children were also confident to support younger children which meant that in turn their self-esteem grew.</p>	<p>Action 2017-18</p> <ul style="list-style-type: none"> • Begin transition activities as soon as possible for 2017-18 Years 2s • An additional MDS to support lunch time playing and activities would be of benefit to the whole school. 	£22 430
Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium	Meetings with parents / carers to allow self-determination of budget	<p>Individual meetings with SENCO held throughout year when requested by parent/ carers which meant that they determined some of spending of budget.</p> <p>Meet-up Mondays for parents was not a successful approach which meant that some parents were still not engaged in decision-making.</p>	<p>Meet-up Mondays were too un-focused however family learning approaches were more successful.</p> <p>Action 2017-18</p> <ul style="list-style-type: none"> • Investigate additional ways of engaging parents / carers in the determination of their child's allocation. • Develop use of child's voice in determination of spend. 	£ 300
Total budgeted cost				£79 459

