

# Inglewood Community Nursery and Infant School Pupil Premium Strategy Statement 2018-19

## 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. We offer a broad, rich and inspirational curriculum so that our learners develop self-esteem and make progress in all areas of school life. We support and challenge our learners to develop self-discipline, resilience and application when learning. We have a creative and inclusive environment and are proud of our Artsmark Silver Award and our provision for physical and mental health and well-being, which allows our learners to develop as engaged and interesting young people. We use our extensive grounds to develop different ways of learning and our respect for each other and our differences is key to our learning and teaching approach. Inglewood has been at the heart of Harraby 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.

We acknowledge that some of our learners have barriers to accessing learning and that these can include disadvantage through income, family circumstance or family upheaval. 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. We use the grant in a variety of ways to diminish the difference in attainment and reduce the barriers to accessing learning. We ensure that the pupil premium grant is spent on activities and approaches which have been proven to have a high impact on learners' outcomes by: evidence from our own practices in previous years; suggestions following peer reviews; small-scale research undertaken by our own staff; evidence from the many research communities within which we engage; and Education Endowment Foundation evidence. 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>	2018 - 19	<b>Total PPG budget</b>	£ 61 438	<b>Date of most recent PPG Review</b>	October 2018
<b>Total number of pupils</b>	230	<b>Number of pupils eligible for PPG</b>	41	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Current attainment at end of Key Stage 1 2018 (2017)

	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP -national average (2017)</i>
<b>% achieving in reading, writing and maths</b>	18 % (18%)	70% (67%)
<b>% making progress in reading</b>	82% (50%)	78% (79%)
<b>% making progress in writing</b>	82% (18%)	73% (71%)
<b>% making progress in maths</b>	82% (43%)	79% (78%)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Well-being – including physical and mental health.	
<b>B.</b>	Speech, language and literacy skills on entry.	
<b>C.</b>	Independence in developing and consolidating age-appropriate characteristics of effective learning.	
<b>External barriers</b>		
<b>D.</b>	Low attendance levels amongst pupil premium pupils.	
<b>E.</b>	Lack of parental engagement and support with in-school and / or home-learning opportunities.	
<b>F.</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>G.</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 well-being scores for learners leading to improved academic outcomes. These will be measured using: Leuven Wellbeing in EYFS and Boxall (2017) in KS1.	Outcomes for all disadvantaged learners without additional complex barriers to learning will show at least a 10% increase on 2017-18 data including: <ul style="list-style-type: none"> <li>• Achieving a good level of development (GLD) at the end of the EYFS.</li> <li>• Achieving at least age-related expectations in reading, writing, mathematics and science by the end of KS1.</li> <li>• Meeting national curriculum expectations in the foundation subjects by the end of KS1.</li> </ul>
<b>2.</b>	Improved communication, language and literacy skills for learners without additional complex barriers to learning. These will be measured termly using in-school formative assessment and at the end of each key stage using summative teacher assessment.	Outcomes for all disadvantaged learners without additional complex barriers to learning will show at least a 10% increase on 2017-18 data including: <ul style="list-style-type: none"> <li>• Meeting the Communication and Language Early Learning Goal by the end of the EYFS.</li> <li>• Working at the expected standard in speaking and listening by the end of KS1.</li> <li>• Meeting the Literacy Early Learning Goal by the end of the EYFS.</li> <li>• Working at the expected standard in reading and writing by the end of KS1.</li> </ul>
<b>3.</b>	Improved self-regulation and self-esteem skills for learners leading to improved academic outcomes.	Outcomes for all disadvantaged learners without additional complex barriers to learning will show at least a 10% increase on 2017-18 data including:

	These will be measured using: Leuven Engagement in EYFS and Boxall (2017) in KS1.	<ul style="list-style-type: none"> <li>• Meeting the Personal Social and Emotional Development Early Learning Goal by the end of the EYFS.</li> <li>• Achieving a good level of development (GLD) at the end of the EYFS.</li> <li>• Achieving at least age-related expectations in reading, writing, mathematics and science by the end of KS1.</li> <li>• Meeting national curriculum expectations in the foundation subjects by the end of KS1.</li> </ul>
<b>4.</b>	Increased number of pupil premium learners reaching a greater depth across the curriculum. This will be measured termly using in-school formative assessment and at the end of each key stage using summative teacher assessment.	<p>The gap between the percentage of disadvantaged and non-disadvantaged pupils meeting the Early Learning Goals at greater than expected depth at the end of the EYFS will decrease by at least 10% based on 2017-18 data.</p> <p>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 2017-18 data.</p> <p>The number of pupils evidencing age-related mastery in at least one subject will increase by at least 2.</p>
<b>5.</b>	Increased attendance for learners eligible for pupil premium grant.	<ul style="list-style-type: none"> <li>• The persistent absence rates of disadvantaged pupils will reduce based on 2017-18 data.</li> </ul>
<b>6.</b>	Increased parental engagement for parents / carers of learners eligible for pupil premium grant.	<ul style="list-style-type: none"> <li>• All parents / carers will engage with at least one social, one academic and two review events during 2018-19.</li> </ul>
<b>7.</b>	Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium grant.	<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 one meeting during 2018-19.</li> </ul>

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

<b>Planned expenditure : 2018-19</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/ Cost</b>	<b>When will you review implementation?</b>
<b>Quality of teaching for all</b>					
Increased parental engagement for parents / carers (DO:6)	<ol style="list-style-type: none"> <li>1. Home visits for all new starters</li> <li>2. Use of School website and Facebook pages</li> <li>3. Use of Parent- Share in EYFS</li> <li>4. Introduction of 'Stay and Play' in Little Fawns.</li> <li>5. Change to end of day practices in Nursery to allow parents to join in with final activity.</li> <li>6. Termly book looks, informal mornings / afternoons in Reception and KS1.</li> <li>7. Termly progress reports across EYFS and KS1.</li> </ol>	<p><i>EEF evidence indicates that improved parental engagement will have an impact of 3 – 4 months' progress for learners</i></p> <p><i>Outcomes from 2017-18 PPG strategy.</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>• Increase in number of parent / carers coming in to school to celebrate children's successes. at least 3 times positive parental comments either verbal or written</li> <li>• Increase of 30% in parents/ carers returning comments slips</li> <li>• Decrease in number of postponed / cancelled meetings with staff</li> </ul>	SLT Admin  £2,000	<ul style="list-style-type: none"> <li>• Tallies at end of each event</li> <li>• Termly update meetings</li> <li>• Parental questionnaires</li> <li>• Termly Governor monitoring</li> </ul>

Planned expenditure : 2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
Increase in attendance (DO:5)	<ul style="list-style-type: none"> <li>Establish individual support mechanisms for families</li> <li>Introduce Keeping in Touch meetings before first formal meeting for poor attendees</li> <li>Link families to a key worker for attendance issues</li> <li>Use CPOMs to track patterns, so that triggers can be identified and acted upon</li> <li>Network with a 5-7 school to explore different strategies for improving attendance</li> </ul>	<p><i>Outcomes from 2017-18 PP strategy</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>100% of persistently late families with no additional barriers will have improved timekeeping by Easter 2019</li> <li>Attendance will meet national target by Summer 2019</li> <li>100% of parents with additional barriers to ensuring attendance will be signposted to relevant agencies</li> </ul>	<p>Inclusion Manager Nurture Team Admin</p> <p>£5,500</p>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Half-termly report to Governors</li> </ul>
Improved self-regulation and self-esteem skills for learners leading to improved academic outcomes (DO:3)	<ul style="list-style-type: none"> <li>Lego Therapy (adapted to EYFS/ KS1)</li> <li>Additional STA support at playtimes and lunch times</li> <li>Additional MDS to support playing and activities</li> <li>Additional PE sessions</li> <li>Review and implementation of behaviour for learning policy</li> <li>Use of Kagan structures to support learning</li> </ul>	<p><i>EEF evidence indicates that improved metacognition and self-regulation skills will have an impact of 7 months' progress for learners</i></p> <p><i>Teachers' own research projects</i></p> <p><i>Outcomes from 2017-18 PP strategy</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>Pre and post confidence / Boxall profile questionnaires; Leuven scales engagement measures</li> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Lesson observation / Learning walks</li> <li>Book scrutiny</li> <li>Playground diaries</li> <li>Award Assemblies</li> <li>Termly tracking</li> </ul>	<p>SLT PE Team Admin Nurture Team</p> <p>£5,100</p>	<p>Monthly at SLT meetings. Half termly at a team meeting Termly at Pupil Progress meetings</p>

Planned expenditure : 2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
Improved well-being scores for learners leading to improved academic outcomes (DO:1)	<ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Nurture sessions</li> <li>• Time to talk and Happy to be Me sessions</li> <li>• Additional STA support at playtimes and lunch times</li> <li>• Additional PE sessions</li> <li>• Review and implementation of behaviour for learning policy</li> <li>• Use of Kagan structures to support learning</li> <li>• Children's mental health and wellbeing whole school training Spring 2019</li> </ul>	<p><i>EEF evidence indicates that improved social and emotional learning will have an impact of 4 months' progress for learners.</i></p> <p><i>Outcomes from 2017-18 PP strategy</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>• Pre and post confidence / Boxall profile questionnaires; Leuven scales engagement measures</li> <li>• Monitoring via 2Simple and KS1 tracking</li> <li>• Lesson observation / Learning walks</li> <li>• Book scrutiny</li> <li>• Playground diaries</li> <li>• Award Assemblies</li> <li>• Termly tracking</li> <li>• Staff engagement and confidence</li> </ul>	<p>SLT PE Team Admin Nurture Team</p> <p>£ 10,506</p>	<p>Monthly at SLT meetings. Half termly at a team meeting. Termly at Pupil Progress meetings Staff feedback sheets / mid-year appraisal meetings</p>
<p><b>Quality of teaching for all</b> Subtotal: £ 23,106</p>					

Planned expenditure : 2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
<b>Targeted support</b>					
Improved communication, language and literacy skills for learners eligible for pupil premium (DO:2)	<ul style="list-style-type: none"> <li>In the moment planning in Little Fawns and Nursery</li> <li>Pre teaching to support Talk for Writing</li> <li>Deployment of STA each day for all speech packages</li> <li>Timetable children with differentiated speech needs into cross phase groups to gain maximum impact</li> <li>Daily reading sessions</li> <li>Use of Kagan structures to support collaborative structures</li> <li>Use of Bloom's Taxonomy questioning to scaffold pupils' ability to articulate their thinking</li> <li>Consolidate use of 'Wordshark' to support independence and application</li> <li>Use MDS to support SALAD (Speaking and Listening at Dinnertime)</li> </ul>	<p><i>EEF evidence indicates that improved communication and language skills will have an impact of 6 months' progress for learners</i></p> <p><i>Outcomes from 2017-18 PP strategy</i></p> <p><i>Teachers' own research projects</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Feedback from NHS Speech therapists</li> <li>Lesson observation / learning walk</li> <li>Book scrutiny</li> <li>Engagement in school assemblies / productions</li> <li>Review end of term outcomes</li> </ul>	<p>SLT Inclusion Manager STA Team</p> <p>£11,691</p>	<p>Half termly at a team meeting</p> <p>Termly at Pupil Progress meetings</p> <p>Termly Governor monitoring</p>

Planned expenditure : 2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
Increased number of pupil premium learners reaching a greater depth across the curriculum (DO:4)	<ul style="list-style-type: none"> <li>Review and redesign curriculum to offer a richness of experience and opportunity to inspire targeted groups (inter alia)</li> <li>Embed independent behaviours for learning through SUMO, Kagan structures and classroom environment</li> <li>Develop mastery through SUMO behaviours and Kagan structures</li> <li>Support all stakeholders to expect more of our learners</li> <li>Use of STA to pre-teach key vocabulary</li> <li>Use of STA for daily 4C marking interventions</li> <li>Closing the gap activities Consolidate cohort tracking and mapping to make best use of support and challenge activities</li> <li>Governor training to extend knowledge and capacity to support and challenge whole school team.</li> <li>Introduce maths packs and parent sessions in how to use to</li> </ul>	<p><i>EEF evidence indicates that improved adult feedback will have an impact of 8 months' progress for learners</i></p> <p><i>EEF evidence indicates that collaborative learning will have an impact of 5 months' progress for learners.</i></p> <p><i>Outcomes from 2017-18 PP strategy</i></p> <p><i>Virtual School papers 2018</i></p>	<ul style="list-style-type: none"> <li>Monitoring via 2Simple and KS1 tracking</li> <li>Review end of term outcomes</li> <li>Lesson observation / Learning walks</li> <li>Book scrutiny</li> <li>Award Assemblies</li> </ul>	SLT Inclusion Manager STA Team  £13,191	Monthly at SLT meetings Half termly at a team meeting Termly at Pupil Progress meetings Termly Governor monitoring
<b>Targeted support</b> <b>Subtotal: £24,882</b>					

Planned expenditure : 2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
<b>Other approaches</b>					
Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium (DO:7)	<ul style="list-style-type: none"> <li>Introduce <i>Keeping in Touch</i> meeting to engage hard to reach parents / carers in a more informal way</li> <li>Introduce new IEP form to support the determination of their child's allocation.</li> <li>Use IEP to record child's voice in determination of spend</li> <li>Consolidate termly meetings between wide ranges of stakeholders</li> <li>Use cluster data management tool to allow transfer of more formative data between schools</li> <li>Reduce Inclusion Manager teaching time so that there is availability for 0.6 of the week</li> </ul>	<p><i>EEF evidence indicates that improved parental engagement will have an impact of 3 – 4 months' progress for learners</i></p> <p><i>Outcomes from 2017 – 18 strategy</i></p>	<ul style="list-style-type: none"> <li>Parental engagement at meetings</li> <li>Children's engagement and attendance</li> <li>Monitoring of progress via 2Simple and KS1 tracking</li> <li>Review end of term outcomes</li> </ul>	SLT Inclusion Manager  £13,450	Monthly at SLT meetings Termly at Pupil Progress meetings Termly Governor monitoring
<b>Other approaches</b>					
Subtotal: £15,400					
<b>Sub Totals</b>					
Quality of teaching for all: £23,106					
Targeted support: £24,882					
Other approaches: <u>£13,450</u>					
<b>Total: <u>£ 61,438</u></b>					

