

Inglewood Community Nursery & Infant School pupil premium strategy statement April 16 – July 17

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 develop socially, with increasing self-discipline, resilience and application within our creative and inclusive environment where respect for each other is key to our learning and teaching approaches. Inglewood has been at the heart of this community for over 60 years and continues to reflect the changing needs of our pupils and local community and to make a positive contribution to the wider world nationally and internationally.

One of the resources that we use to support achievement is pupil premium funding. Pupil premium funding is a grant given by the government to those who are eligible which aims to decrease the attainment gap for children 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.

Academic Year	2016-17	Total PP budget	£71,280 to April 2017	Date of most recent PP Review	Jan 2017
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	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.	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.	
C.	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.	
D.	Low attainment at end of EYFS	
External barriers		
E.	Low attendance levels amongst pupil premium pupils.	
F.	Lack of parental engagement and support with in-school opportunities and / or home learning.	
G.	A number of our pp learners have multiple barriers to their learning. These include multi-agency early help, statutory educational and or safeguarding involvement.	
H.	Parent/ carer needs including finance, housing, mental and physical health, vulnerability.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication, language and literacy skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data.
B.	Improved self-regulation and self-esteem skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data 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. All disadvantaged pupils without SEN or EAL will show an improvement in Boxhall category scores after nurture interventions.

C.	Improved gross and fine motor skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show a 10% increase on 2015 – 16 data
D.	Increased number of pupil premium learners reaching a greater depth across the curriculum	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
E.	Increased attendance for learners eligible for pupil premium	The persistent absence rates of disadvantaged pupils will reduce based on 2015-16 data
F.	Increased parental engagement for parents / carers of learners eligible for pupil premium	High attendance at events. 2016-17 will be a benchmark year due to 0% attendance in 2015-16 because of building work.
G.	Embedded coherent approaches across all the agencies involved with learners eligible for pupil premium	Increased communication between stakeholders.
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.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Increase in positive relationships and parent / carer confidence	Home visits Flexible consultations Staff availability in mornings and after school Text messages Use of facebook page		Engagement registers		July 2017
Increase in attendance	Tracking on a weekly basis. Regular consultations with non-attende parents / carers Pick up on way to school Half-termly rewards		Increased attendance		July 2017

Improved self-regulation and self-esteem skills for learners	Reception: small group work PSE with Nurture lead 6 x 30 mins		Monitoring via 2 simple and engagement of learners in whole class circle time.	£152	December 2016
	Reception: Alex Clarke Phonics and Numeracy through Music (Spring Term 1)	Increase in confidence and self-esteem Fun way to reinforce English and Maths	Monitoring via 2Simple; Transfer of skills to numeracy and literacy	£647	Easter 2017
	Year 1: Alex Clarke Phonics and Numeracy through Music Summer Term 1 (2016 and 2017)	Increase in confidence and self-esteem Fun way to reinforce English and Maths	Monitoring via engagement and transfer of skills to numeracy and literacy	£554 £554	July 2016 July 2017
	Year 1: Alex Clarke Phonics and Numeracy through Music Autumn Term 2 (2016)	Increase in confidence and self-esteem Fun way to reinforce English and Maths	Monitoring via engagement and transfer of skills to numeracy and literacy	£647	December 2016
	Alex Clarke Phonics and Numeracy through Music Summer Term 2 2016 and 2017	Increase in confidence and self-esteem Fun way to reinforce English and Maths	Monitoring via engagement and transfer of skills to numeracy and literacy	£554 £554	

	Alex Clarke Phonics and Numeracy through Music Autumn Term 1 2016	Increase in confidence and self-esteem Fun way to reinforce English and Maths	Monitoring via engagement and transfer of skills to numeracy and literacy	£647	
	HLTA and STA Nurture group 15 hours per week Spring Term 1 and 2, Summer Term 1 and 2	Developing social and emotional skills and increased confidence		£10,747	
Total budgeted cost					£14502
ii. Targeted support					
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 communication, language and literacy skills for learners eligible for pupil premium	Reception: 3 hours of small group work Literacy/Maths with STA	Targeted gaps in children's learning and planned activities to close the gap	Children were then more able to re-integrate into a larger group with knowledge to keep up with the pace	£399	July 2017
	Reception 3 hours of 1:1 Reading with STAs	Supplement adult interactions for children with Speech and Language difficulties or children who are not read to at home in order to increase confidence and reading skills.	Reading records. Review child against Leuven scales of engagement	£399	Easter 2017
	Reception 1:1 Reading 1 hour weekly	Additional reading to children who have speech and language needs and not heard at home (closing the gaps)	Reading records. Review child against Leuven scales of engagement	£494	July 2017

	Reception STA working with children 2.5hrs daily in Maths and Reading Autumn and Spring Term	Ability to hold pencil correctly and form letters. Enhance vocabulary skills. Number recognition	Monitoring via 2Simple. Review child against Leuven scales of engagement	£4225.00	Easter 2017
	Year 1 KC working with children to develop communication	Aim for children to speak in full sentences to a peer, a group, a class.	Review against Leuven scales of well-being; assess against Y1 curriculum outcomes;	£6650	Easter 2017
	Year 2: Small group work with YG April 16-Jul 16	Aim to improve self-esteem and increase phonics score	Assess against phonics score and against Leuven scales of well-being;	£405	July 2016
Improved gross and fine motor skills for learners eligible for pupil premium	Outdoor STA post in Reception (April-July 2016)	Focus on developing speech and language skills and PSE and Physical Development	Monitoring via 2Simple	£3025.10	July 2016
	Reception: 1 hours Physical/Fine Motor Control Group	Aim to improve motor control- gross motor (sitting/standing/co-ordination) and fine motor (writing, cutting)	Review against Leuven scales of well-being; Monitor via 2Simple and EYFS LOs	£152	Easter 2017
	Reception Dough gym- Physical Development 30 minutes x 2 (STA)	Aim to develop gross/fine motor skills; to build up muscle control and strength	Review against Leuven scales of well-being; Monitor via 2Simple and EYFS LOs	£494	July 2017

	Reception: Trim Trail-Physical Development 30 minutes weekly (STA)	Small group taken weekly to develop core gross motor skills	Monitor via 2Simple and EYFS LOs	£247	July 2017
	Year 1: STA Support Swimming Spring Term	Increase confidence in the water		£402	Easter 2017
	Small group with YG Autumn Term 1 and 2 and Spring Term 1 and 2	Increasing use of fine motor skills and social interaction with other peers	Review child against Leuven scales of well-being Assess against secretarial aspects of handwriting	£715	Easter 2017
Increased number of pupil premium learners reaching a greater depth across the curriculum	Reception: Nurture 1 hr Autumn Term 1 and 2 Spring Term 1 and 2	Developed confidence and self-esteem.	Review child against Leuven scales of well-being	£404	
	Reception: 1:1 Support to develop social and emotional development Summer Term 1 and 2	Provide opportunity for child to talk about home life.	Review child against Leuven scales of well-being	£213	
	Year 1 Spring 2 Small group work Pupil Premium Children with CH AM	Aim for Pupil Premium children to close gap with peers in Maths were able (in some cases) to bridge the gap with peers.	KS1 SATs outcomes	£925	July 2016
	Year 1 Spring 2 Small group work Pupil Premium Gifted and Talented with CH PM	Aim for pp children to the more able pp children to focus on reading comprehension tasks	KS1 SATs outcomes	£925	July 2016

	Year 1: FT STA to support PP children in literacy and numeracy	Comprehension- developing ability to answer written comprehension Learn Its- developing better understanding of number to support class work	Monitor ability to solve Maths problems Monitor ability to hold, build and write a sentence. Monitor ability to punctuate and check own work.	£9942	July 2017
	Year 2: FT STA to support PP children in Reading and Comprehension and Maths	Comprehension- developing ability to answer written comprehension Learn Its- developing better understanding of number to support class work.	Monitor ability to solve Math problems Monitor ability to hold, build and write sentence. Monitor ability to punctuate and check own work.	£9942.80	July 2017
Total budgeted cost					39806
iii. Other approaches					
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	Year 1 KA working with Medical Needs and SEN children	Essential to keep the children healthy	Attendance and health and safety records	£405	
	MDS supporting sports leaders 5 hours per week	Using sport- led activities to promote positive behaviour	Lunchtime behaviour logs	£630	

	Year 2: 2x STA used for transition to the Junior School	To ensure smooth transition for when the children move to the Junior school	Reports from Juniors schools	£675	Sept 17
	Autumn Term 1 (2016) to Summer Term 2 SENCO supporting all interventions across the school			£15,615 + summer	
Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium	Use of Pupil Premium Money to support the cost of school trips	Parents directly gain the benefit of Pupil Premium money	Trip attendance	£300	July 2017
				Total budgeted cost	17625
				Grand total	71933

71,280

This is a review of the previous year, so the outcomes and success criteria will be different to above.

6. Review of expenditure				
Previous Academic Year		Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
			Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to inform the statement above.