

Inglewood Community Nursery and Infant School Pupil Premium Strategy Review of 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. We use the grant in a variety of ways 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 to have a high impact on learners' outcomes by: the small-scale research undertaken by our own staff; research communities within which we engage; and the Education Endowment Foundation. 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	2017-18	Total PP budget	£61,874	Date of most recent PP Review	October 2018
Total number of pupils	243	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2019

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>
% achieving in reading, writing and maths	18 % (18%)	70% (67 %)
% making progress in reading	82% made progress.41% achieved ARE (50%)	78% (79 %)
% making progress in writing	82% made progress 18% achieved ARE (18%)	73% (71 %)
% making progress in maths	82% made progress 41% achieved ARE (43%)	79% (78 %)

2. 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 pupil premium 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.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Improved communication, language and literacy skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.
2.	Improved self-regulation and self-esteem skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.
3.	Improved gross and fine motor skills for learners eligible for pupil premium	Outcomes for all disadvantaged learners will show at least a 10% increase on 2016-17 data.
4.	Increased number of pupil premium learners reaching a greater depth across the curriculum	<ul style="list-style-type: none"> The percentage of pupils reaching a good level of development in the EYFS specific areas will match national level by 2018. 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.
5.	Increased attendance for learners eligible for pupil premium	<ul style="list-style-type: none"> The persistent absence rates of disadvantaged pupils will reduce based on 2016-17 data.
6.	Increased parental engagement for parents / carers of learners eligible for pupil premium	<ul style="list-style-type: none"> All parents / carers of will engage with at least one social, one academic and two review events during 2017-18.
7.	Consolidated coherent approaches across all the agencies involved with learners eligible for pupil premium	<ul style="list-style-type: none"> Termly meetings between wider ranges of stakeholders will be established.
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"> Establish an increased range of opportunities in order to support parents/ carers to discuss funding decisions. All parents of PP children to attend at least 1 meeting during 2017-18

Expenditure			
Academic year	2017-18		
Desired outcome	Chosen action / approach	How we ensured the approach was implemented well.	Review
Quality of teaching for all			
Increase in positive relationships and parent / carer confidence (DO:6, 8)	<ol style="list-style-type: none"> All new starters to have a home visit Increase parental engagement with pupil progress measures through introduction of termly report to complement book looks and social events 	<ol style="list-style-type: none"> 100% of pupils will make a successful transition into school Increase of 30% in number of parents/ carers returning comments slips 	<ol style="list-style-type: none"> All new starters met their key worker / teacher prior to beginning at school, whichever year group they were entering. <u>The impact of this was that all transitions into school were successful and 100% of new starters settled in within expected time-frame.</u> All R to Y2 had a formative report focusing on English, Mathematics and Social Development at the end of the Autumn and Spring Terms. Pupil voice was a key feature of these reports. The reports included targets and progress made towards previous targets. This gave a focus for formal and informal parent/ carer meetings and discussions with pupils about their own targets. The summative report at the end of year – which included all statutory reporting elements was then a celebration of each pupil’s learning journey. <u>The impact was that 100% of parents / carers were well-informed of their child’s progress and were better able to engage in conversations about their child’s progress throughout the year. The number of parents / carers returning comment slips throughout the year increased by 25%.</u>

Expenditure			
Academic year	2017-18		
Desired outcome	Chosen action / approach	How we ensured the approach was implemented well.	Review
Increase in attendance (DO:5)	<ol style="list-style-type: none"> 1. Target lates and establish individual support mechanisms for families 2. Introduce a phone consultation before first meeting for poor attendees 3. Link families to key worker for attendance issues 	<ol style="list-style-type: none"> 1. 100% of persistently late families with no additional barriers will have improved timekeeping by Easter 2018 2. Attendance will meet national target by Summer 2018 	<ol style="list-style-type: none"> 1. Support mechanisms for families were very practical and included walking children to school, providing breakfasts and ringing families. <u>However, only 20% of persistently late families with no additional barriers had improved timekeeping by Easter 2018</u> 2. Phone calls or class teacher meetings were held with poor attenders and <u>4 families were linked to a key worker, however due to lack of non-teaching capacity in 2017- 18 the impact of this was not sustained</u> 3. <u>Attendance did not meet national target by Summer 2018</u> due in part to several outbreaks of measles and chicken pox and severe sickness and diarrhoea. <p><u>This target is carried forwards due to lack of capacity in 2017-18</u></p>
Improved self-regulation and self-esteem skills for learners (DO:2)	<ol style="list-style-type: none"> 1. Diminishing Difference music, gardening, baking, sports and baking groups to be established to increase self-esteem 2. Small PSE and Nurture sessions to be continued 3. Employ an additional MDS to support lunch time playing and activities 4. Begin transition activities in October 2017 for Years 2s 	<ol style="list-style-type: none"> 1. Pre and post confidence / Boxhall profile questionnaires; Leuven scales engagement measures; 2. Monitoring via 2Simple and KS1 tracking 3. Playground diaries 4. Transition to y3 	<ol style="list-style-type: none"> 1. All groups ran successfully. <u>All Leuven and Boxhall Scale measurements showed increase in well-being scores for 100% of participants.</u> Baking made the most difference to children's self-esteem and they had something to share with the class or to take home. 2. PSE and nurture sessions continued all year and <u>for 100% of children who attended there was an increase in classroom engagement</u> – evidenced through work in formal tracking, books and participation in group or whole class activities. <u>Post Boxhall profiles in 80% of pupils showed a positive change in the targeted area.</u> 3. 1 lunch-time MDS worked with children outside, teaching them to play games, take turns and manage big spaces. 1 STA was employed to work with children on a 1:1 basis throughout playtimes to improve confidence and provide a quiet area for children to play. <u>The impact of this was that there was an 80% decrease in the number of close supervisions required for learners with self-regulation challenges over the course of the year and learners entered the classrooms after breaks ready to learn rather than being distracted by outside occurrences, so that afternoon classes began both more calmly and within a quicker time-frame.</u> 4. 87 children transitioned successfully and 100% of children without additional needs are reported to be making expected progress.

Expenditure			
Academic year	2017-18		
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Spend: £11.754			
Targeted Support			
Improved communication, language and literacy skills for learners eligible for pupil premium (DO:1)	<ol style="list-style-type: none"> 1. Maintain focus on speech in SIP 2. Use one STA for all NHS / ECHP speech packages 3. Timetable children with differentiated speech needs into cross phase groups to gain maximum impact 4. Introduce 'Wordshark' to support independence and application 	<ol style="list-style-type: none"> 1. Monitoring via 2Simple and KS1 tracking 2. Review end of term outcomes 	<ol style="list-style-type: none"> 1. Speech was a high priority on the SIP in 2017-18 and this included the embedding of Talk for Writing across the school. STAs were used to support 'holding a sentence' and extending sentences activities. <u>The impact of this was that 100% of pupils made at least expected progress against their individual targets.</u> 2. Individual STA delivery of all speech packages has meant <u>that 2 children have been 'signed off' from their NHS programmes.</u> 3. Cross phase groups were established and children were role models for each other. <u>The impact of this is that 100% of pupils engaged in Kagan activities in class.</u> 4. Wordshark was piloted and <u>made an impact on the Year 2 learners (evidenced in spelling outcomes)</u> and will be expanded across the whole school in 2018-19
Improved gross and fine motor skills for learners eligible for pupil premium (DO:3)	<ol style="list-style-type: none"> 1. Diminishing Difference, gardening, baking, sports and baking groups to be used with focus on gross motor skills 2. Introduce cursive script earlier to support self-esteem 3. Use dough- gym throughout school 4. Increase gross motor provision at lunchtimes 	<ol style="list-style-type: none"> 1. Monitoring via 2Simple and KS1 tracking 2. Review end of term outcomes 	<ol style="list-style-type: none"> 1. Gross motor skills improved –evidence this. All planned activities took place. A particular highlight was the use of a gymnastics coach and multi-skills games coaches to support core gross motor skill movements. <u>The improvement which was evidenced through 2 Simple, PE tracking, handwriting and art outcomes was complemented by the enjoyment and enthusiasm of the children within the sessions.</u> 2. Cursive script was introduced. <u>There was an impact, as outcomes improved in Literacy at the end of EYFS.</u> This will be monitored again at the end of Year 1 and end of KS1. 3. Dough gym was used throughout school and an increased number of STAs were trained in its use. <u>There was an impact, as progress outcomes improved in Literacy at the end of KS1.</u> 4. Purchase of a climbing frame has increased provision. <u>Impact is seen in daily use.</u>

Expenditure			
Academic year	2017-18		
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Increased number of pupil premium learners reaching a greater depth across the curriculum (DO:4)	<ol style="list-style-type: none"> 1. Embed independent behaviours for learning through SUMO 2. Develop mastery through SUMO behaviours for learning 3. Develop critical thinking approaches across both EYFS and KS1 through teachers' research projects 	<ol style="list-style-type: none"> 1. Monitoring via 2Simple and KS1 tracking 2. Lesson observations and Award Assemblies 3. Review end of term outcomes 	<ol style="list-style-type: none"> 1. <u>SUMO approaches and Kagan approaches had an impact on 100% of pupils' behaviours for learning</u> and this will be consolidated and extended in 2018-19. 2. <u>100% of pupils received at least 1 SUMO certificate which improved self-esteem and confidence and willingness to engage in deeper thinking.</u> This target will be consolidated and extended in 2018-19. 3. Teachers' research projects impacted upon improved outcomes in reading, writing and mathematics for the pupils targeted in the research. <u>All targeted pupils made at least expected progress.</u> Research projects are continuing in 2018-19. <p>Outcomes: X PP reached greater depth at end of EYFS in At end of year 1 in and at end of year 2</p>
Spend £ 42,860			
Other approaches			
Embedded coherent approaches across all the agencies involved with learners eligible for pupil premium (DO:7)	<ol style="list-style-type: none"> 1. Establish attendance at termly meetings provided by external agencies 2. Establish monthly pupil wellbeing meetings with key staff 3. Purchase on-line tracking tool to allow easy transfer of data throughout cluster 	<ol style="list-style-type: none"> 1. Tracking of individual children's Leuven and attainment scores 	<ol style="list-style-type: none"> 1. All termly meetings provided by external agencies are attended by at least 1 member of staff who works directly with pupils. <u>The impact of this is that parents and pupils were signposted more quickly to agencies that could support them.</u> 2. Monthly pupil well-being meetings were held and the impact was that information was shared effectively across school teams. <u>The impact of this is that parents and pupils were signposted more quickly to agencies that could support them.</u> 3. CPOMS has been purchased and will be trailed in 2018-9

Expenditure			
Academic year	2017-18		
Desired outcome	Chosen action / approach	How we ensured the approach was implemented well.	Review
Increased confidence of parent / carer to disclose their own challenges in order for them to support their children eligible for pupil premium (DO:8)	<ol style="list-style-type: none"> 1. Establish additional ways of engaging parents / carers in the determination of their child's allocation. 2. Develop use of child's voice in determination of spend. 	<ol style="list-style-type: none"> 1. Parental engagement at meetings 2. Children's engagement and attendance 	<ol style="list-style-type: none"> 1. Availability of inclusion Manager meant that parents disclosed own challenges; and this impacted on 6 families, <u>so that determination of child's allocation was amended to better meet their needs.</u> 2. Child's voice included in IEP and choice of additional groups. <u>This had an impact of pupils' self-esteem and ability to understand locus of self-control.</u> This will be consolidated and extended in 2018-19.
Spend: £7,260			

Comments from Pupil Premium Review October 2018
<ul style="list-style-type: none"> ✓ Data improving for PP pupils, showing impact of strategy ✓ In-school progress good for PP pupils ✓ Leaders have a clear overview of individual children, strategies and their progress ✓ Governors are aware of PP strategies in school ✓ Teachers are very clear about who the PP children are - clear and instant make any changes ✓ Secure moderation in school and cluster ✓ Effective use of outside agencies to support welfare ✓ Good link with SENCO and teachers who are embedded in the community ✓ Pupil voice is strong: PEP meetings include pupil input, included in Learning Support, school council. Children are involved in support plans ✓ Strong evidence of personal development, behaviour and welfare for disadvantaged pupils in 17-18 strategy