

# Malvern Way Infant and Nursery School

## Pupil premium strategy statement



Summary information					
<b>School</b>	Malvern Way Infant & Nursery School				
<b>Academic Year</b>	2020-2021	<b>Predicted PPG budget (financial year 2020-2021)</b>	£11,611	<b>Date of most recent review</b>	Autumn 2020
<b>Total number of pupils</b>	310	<b>Number of pupils eligible for PPG</b>	14 children 2 - Nursery 5 - Reception 3 – Year 1 4 – Year 2	<b>Date of review of the impact of this strategy</b>	Autumn 2021

Attainment end of Key stage 1 2019-2020			
5 % of MW pupils were eligible for PPG ( 5 pupils) 40% of these pupils were on SEND register (2 pupils)	<i>Pupils eligible for PPG Malvern Way</i>	<i>Pupils not eligible for PP Malvern Way</i>	<i>Pupils not eligible for PP National benchmark</i>
<b>% achieving expected standard or above in reading</b>	No data collection	No data collection	
<b>% achieving expected standard or above in writing</b>	No data collection	No data collection	
<b>% achieving expected standard or above in maths</b>	No data collection	No data collection	

Barriers to future attainment for pupils eligible for PPG (including high ability)	
<b>A.</b>	Speech language and communication difficulties, affecting phonic acquisition, reading and writing.
<b>B.</b>	Some PPG pupils also have additional needs
<b>C.</b>	Some PPG pupils have social interaction and communication needs

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	PPG pupils with speech, language and communication difficulties will be identified and supported in the Early Years with an increasing knowledge of how to meet their needs.	The impact of PPG pupils with SLCN on social communication, phonic acquisition, reading and writing will be reduced.
<b>2.</b>	Disadvantaged pupils who also have additional needs will make good progress against age related expectations or the targets set on the Assess, Plan, Do, review support sheet and through targeted interventions.	Tracking systems will identify “soft” progress as well as end of key stage data.
<b>3.</b>	Disadvantaged pupils who also have speech, language and/or social interaction and communication needs are identified early and responded to with timely and relevant support.	Children’s existing and emerging needs are met and children learn effective strategies to manage and understand the world around them. They learn ways to organise themselves and how to communicate their feelings. Children will demonstrate improved social and communication skills.
<b>4</b>	Disadvantaged pupils who also have social, emotional or mental health needs are identified early and responded to with timely and relevant support.	Children will be able to share their feelings with a trusted adult and be ready to learn.

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p><b>1</b> Wellcomm screening and intervention by trained staff to identify and support children with speech, language and communication difficulties in Nursery and Reception</p> <p>Use of Ekklan Trained teachers and teaching assistants to advise and support staff in how best to support all pupils with speech, language and communication difficulties.</p> <p>TAs deliver programmes from SALT. Small narrative groups in Nursery and Reception and pre teaching topic vocabulary.</p> <p>Lego Talk intervention to develop attention and listening skills and to support the giving and following of instructions.</p> <p>Time to Talk</p> <p>Magic Spells, Reading Revival, Secure Start interventions to support pupils in literacy</p> <p>In the event of a regional lockdown, parents will be encouraged to send their child to school under the 'keyworker/vulnerable' category</p>	<p>Wellcomm screening and intervention rolled out in Autumn 2019. Spring results show all children made good or accelerated progress.</p> <p>SLCN for some PPG pupils impacts on their acquisition of phonics and reading. Early identification and intervention lessens this impact. Evidence based Ekklan training teaches strategies listed on the <i>What Works</i> database (developed by the Communication Trust).</p> <p>Intervention recommended by Speech and Language</p> <p>Intervention recommended by Speech and Language</p> <p>Intervention recommended by Ed Psych</p> <p>Intervention recommended by SpLD</p> <p>Disadvantage children with additional needs benefit from continuity of education and routines.</p>	<p>Monitoring by INCO – feedback from teachers and TAs</p> <p>Monitoring by INCO – feedback from teachers and TAs</p> <p>Liaising with school's SALT and SLTA to ensure targets are met. Listening to these pupils read regularly to monitor progress.</p> <p>Delivered and monitored by INCO –</p> <p>Monitoring by INCO – feedback from teachers and TAs</p> <p>SLT to monitor attendance and progress</p>	<p>JW, INCO</p> <p>EY teams</p> <p>INCO</p> <p>Trained Ekklan staff- NS, JW,AS</p> <p>Class Teachers</p> <p>INCO/CT</p> <p>INCO</p> <p>INCO</p> <p>Trained staff (INCO, WH)</p> <p>Head, Deputy Head, Senco</p>

<p><b>2</b> Early identification of challenges and strengths/interests ensure targeted support and interventions accelerate progress.</p> <p>Neurodiverse SpLD checklist One page profiles</p> <p>Individual learning toolkits</p> <p>Track progress using PIVATS (2015 edition)</p>	<p>NFER research</p> <p>The neurodiverse SpLD checklist supports early identification of challenges and strengths</p> <p>This edition of PIVATS includes the assessment of soft skills e.g. behaviour for learning, social awareness.</p>	<p>Termly pupil progress meetings. Children at risk of not making expected progress are discussed in depth and additional provision is discussed and planned</p> <p>Assess, Plan, Do Review plans written and shared termly with parents</p> <p>Monitor progress by regular work scrutiny</p> <p>Review termly and measure progress made.</p>	<p>SLT INCO CT Year group leader</p> <p>Teachers</p> <p>Teachers</p>
<p><b>3</b> Autism Training</p> <p>Tracking progress using AET tracker and PIVATS (2015 edition)</p> <p>In the event of a regional lockdown, parents will be encouraged to send their child to school under the 'keyworker/vulnerable' category</p>	<p>AET training comes highly recommended by staff who have previously attended</p> <p>INCO attended AET training and has used this to track progress in specific areas</p> <p>Disadvantage children with additional needs benefit from continuity of education and routines</p>	<p>Regular feedback to teachers so that any issues can be followed up in whole class PSHE.</p> <p>Training to be given by INCO for relevant staff</p> <p>training to be given to relevant staff by INCO</p> <p>SLT to monitor attendance and progress</p>	<p>Teachers</p> <p>INCO</p> <p>INCO CT</p> <p>Head, Deputy Head, Senco</p>

Impact Review 2019-2020			
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Talkabout small group intervention	This intervention has been used before and children made progress in the development of self-esteem and confidence.	Delivered and monitored by Inco	Senco
Increased contact with families during whole/partial school closure	Increased contact with families during the school closure (March to July 2020) enabled teachers to support children and their families.	Monitoring by INCO –	Head, Deputy, Senco
Targeted circle time	Small group circle time is used to encourage children to share their feelings.	Feedback from teachers and TAs	Class Teachers
Use 'Recovery' package by Jigsaw (Reception, Year 1, Year 2)	Jigsaw PSHE scheme of work was introduced in autumn 2019 throughout the school. A new Recovery program to support children returning to school following the Covid 19 school closure was introduced in the autumn term 2020.	Feedback from teachers and TAs	Class teachers
In the event of a regional lockdown, parents will be encouraged to send their child to school under the 'keyworker/vulnerable' category	Disadvantage children with additional needs benefit from continuity of education and routines	SLT to monitor attendance and progress	Head, Deputy Head, Senco
Introduce 'Zones of Regulation' throughout the school	Senco has received Zones of Regulation training from Colnbrook Outreach. It is a recommended cognitive behavioural approach to self-regulation.	Senco to train staff and to monitor its use/effectiveness in school.	Senco and SLT

<i>Desired outcome</i>	<i>Impact</i>
PPG pupils with speech, language and communication difficulties will be identified and supported in the Early Years with an increasing knowledge of how to meet their needs.	<p>Pupils requiring additional language and communication support were supported to make progress using Wellcomm resources. Parents were encouraged to support their children at home and given fun activities to follow. All children made good progress following intervention. There was an interruption to support from December to March 21 due to Covid 19 school closure. Children with additional needs who were learning from home received differentiated home learning and read to a member of staff every week (virtually). Parents received regular phone calls from staff, opportunities to share learning electronically and PPG children who met the criteria for a free Play Leaders place in the holidays were offered a place. Children identified as 'vulnerable' were invited to join a Nurture Group at school, 2 mornings a week. 7 children were invited, 5 accepted.</p> <p>The Senco supported children in year 1 with communication difficulties (Lego club in the summer term) which improved confidence, articulation and clarity of thinking following the intervention.</p> <p>Elklan trained staff also continue to support pupils with speech and language difficulties. Children with targets from SALT have additional 1:1 TA support to help them progress towards achieving their targets. Private speech and language support was also provided for 2 children in this PPG group. SLCN support has been identified as an emerging need within school, contributed to in part by Covid school closures. Action being taken to train 1 teacher and 2 TAs in ELKLAN's NELI programme in the next academic year.</p>
Disadvantaged pupils who also have additional needs will make good progress against age related expectations or the targets set on the Assess, Plan, Do, review support sheet and through targeted interventions.	End of year data was reported in a different format using working pre curriculum, working towards, expected and greater depth. 1 child in Year 2 made progress which was measured through soft skills rather than through attainment data. Progress has been monitored via: observations of children in class, pupil progress meetings, 1:1 discussion with teachers/parents. 2 x EHCP applications made, referrals to ISL/Chessbrook, S+L for additional support. (Progress has been tracked for 1 pupil using PIVATS)
Disadvantaged pupils who also have speech, language and/or social interaction and communication needs are identified early and responded to with timely and relevant support	At least 2 teachers have received autism training and all EYFS staff have been given dates to attend in June 21 in preparation for September. Senco has supported several class teachers with specific pupils. Relevant staff have been shown how to track using PIVATS.
Disadvantaged pupils who also have social, emotional or mental health needs are identified early and responded to with timely and relevant support.	All staff received ZOR training and is used to support emotional regulation throughout the school. Some children have a personalised ZOR to meet their needs. This training has been supported by more recent Mental Health training. All teaching staff have received training. Date to be arranged for all support staff.