

Malvern Way Infant and Nursery School

Pupil premium strategy statement



Summary information					
School	Malvern Way Infant & Nursery School				
Academic Year	2019-2020	Predicted PPG budget (financial year 2019-2020)	£11,339	Date of most recent review	Autumn 2019
Total number of pupils	310	Number of pupils eligible for PPG	11 2 - Nursery 2 - Reception 4 - Year 1 3 - Year 2	Date of review of the impact of this strategy	Autumn 2020

Attainment end of Key stage 1 2018-2019			
1 % of MW pupils were eligible for PPG (1 pupil) 0% of these pupils were on SEND register.	<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>
% achieving expected standard or above in reading	100%	94%	
% achieving expected standard or above in writing	100%	91%	
% achieving expected standard or above in maths	100%	91%	

Barriers to future attainment for pupils eligible for PPG (including high ability)	
A.	Speech language and communication difficulties, affecting phonic acquisition, reading and writing.
B.	Some PPG pupils also have additional needs
C.	Social, emotional and mental health needs
D.	Understanding of maths concepts and language affecting long term memory and problem solving abilities

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	PPG pupils with speech, language and communication difficulties will be supported by staff with an increasing knowledge of how to meet their needs.	The impact of PPG pupils with SLCN on phonic acquisition, reading and writing will be reduced.
2.	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.
3.	Disadvantaged pupils who also have social, emotional or mental health need are identified early and responded to with timely and relevant support.	Children's self-esteem will have improved and they will have a better understanding of how to cope with difficult feelings. Children will demonstrate improved social and communication skills.
4.	PPG pupils with low prior attainment in maths and those who struggle to acquire the expected skills will make good progress towards achieving ARE.	The difference in achievement in maths between PPG and non-PPG pupils will decrease. The percentages of PPG achieving ARE will increase.

Planned expenditure				
Academic year	2019-2020			
How Malvern Way Infant and Nursery School is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PPG pupils with speech, language and communication difficulties will be supported by staff with an increasing knowledge of how to meet their needs.	Use of Elklan Trained teachers and teaching assistants to advise and support staff in how best to support all pupils with speech, language and communication difficulties. TAs deliver programmes from SALT. Small narrative groups in Nursery and Reception and pre teaching topic vocabulary.	SLCN for some PPG pupils impacts on their acquisition of phonics and reading. Early identification and intervention lessens this impact. Evidence based Elklan training teaches strategies listed on the <i>What Works</i> database (developed by the Communication Trust).	Monitoring by INCO – feedback from teachers and TAs Liaising with school's SALT and SLTA to ensure targets are met. Listening to these pupils read regularly to monitor progress.	EY teams INCO Trained Elklan staff-NS, JW,AS Class Teachers INCO
	Lego Talk intervention to develop attention and listening skills and to support the giving and following of instructions.	Intervention recommended by Speech and Language	Monitoring by INCO –	INCO
	Magic Spells, Reading Revival, Secure Start interventions to support pupils in literacy	Intervention recommended by SpLD	Monitoring by INCO – feedback from teachers and TAs	Trained staff WH Trained staff (INCO, WH)
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.	Early identification of challenges and strengths/interests ensure targeted support and interventions accelerate progress. Neurodiverse SpLD checklist Individual learning toolkits	NFER research The neurodiverse SpLD checklist supports early identification of challenges and strengths	Termly pupil progress meetings. Children at risk of not making expected progress are discussed in depth and additional provisions discussed and planned Assess, Plan, Do Review plans written and shared termly with parents Monitor progress by regular work scrutiny	SLT INCO CT Year group leader Teachers

<p>Disadvantaged pupils who also have social and emotional needs are identified early and responded to with timely and relevant support.</p>	<p>Talkabout intervention to develop self-awareness and self-esteem.</p> <p>One page profiles</p> <p>Drawing and Talking intervention to support children with emotional difficulties.</p> <p>All staff trained in Attachment Awareness</p>	<p>Evidence based intervention. Feedback from parents from last year's group</p> <p>Evidence based on prior use of this intervention and the progress pupils made.</p> <p>All teachers and TA's attended Attachment training in 2019 and are confident to support children with early attachment difficulties.</p>	<p>Regular feedback to teachers so that any issues can be followed up in whole class PSHE.</p> <p>The impact of this intervention is measured through pre and post assessment.</p> <p>Pupil voice.</p> <p>Parent feedback.</p>	<p>INCO</p> <p>Trained staff WH</p>
<p>PPG pupils with low prior attainment in maths and those who struggle to acquire the expected skills will make good progress towards achieving ARE.</p>	<p>Reception Baseline Assessment (Number and Shape) Children are identified early and have targeted support in small groups or 1:1</p> <p>Following Herts for Learning Essential Maths</p> <p>Daily Magic Maths</p>	<p>Early identification and intervention supports children to make progress</p> <p>HfL Essential Maths breaks down key maths concepts into smaller progressive steps.</p> <p>Recall of maths facts to develop fluency.</p>	<p>Monitoring by EYFS teachers</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>Monitoring by Maths Leader</p> <ul style="list-style-type: none"> - Observations - Work and planning scrutiny 	<p>CT INCO SLT Year group leader</p> <p>HB</p>

Impact Review 2019-2020	
<i>Desired outcome</i>	<i>Impact</i>
PPG pupils with speech, language and communication difficulties will be supported by staff with an increasing knowledge of how to meet their needs.	<p>Following the introduction of Wellcomm (a speech and language screening tool and intervention), trained staff screened all Nursery children and children new to Reception in the autumn term. 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.</p> <p>The Senco ran 2 small group interventions to support children in year 1 with communication difficulties (Lego club in the autumn term and Time to Talk in the spring term. Pupils who attended Lego club showed improved confidence, articulation and clarity of thinking following the intervention. Time to Talk only ran for a few weeks before the school closed due to Covid 19. The impact of this intervention is not known.</p> <p>Eklan 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.</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.	At the end of the spring term, 1 reception child and 1 Year 2 child made good progress against targets set on the Assess, Plan, Do, Review enabling them to make progress in all areas of their learning.
Disadvantaged pupils who also have social and emotional needs are identified early and responded to with timely and relevant support.	All staff are trained in Attachment Awareness and understand how to meet the needs of pupils. All children with an identified social and emotional need made good progress against targets on support plans. Interventions to support their wellbeing included 'Talking and Drawing' and regular time to spend with a friend and a teacher/TA to take part in an activity of their choice e.g. baking). Teachers have worked with external agencies (e.g. The Adoption agency) to ensure the needs of children are met. Transition to a new year group or school was carefully planned despite the temporary school closure due to the Covid 19 outbreak. Many of our disadvantaged children attended school during the 'lockdown' and regular contact was maintained and support given to those pupils not attending throughout this period.
PPG pupils with low prior attainment in maths and those who struggle to acquire the expected skills will make good progress towards achieving ARE.	Most children made at least good progress in their maths learning according to spring data. Summer data is not available due to school closing following Covid 19 outbreak. Many of our PPG children attended school during the 'lockdown' and regular contact was maintained and support given to those pupils not attending throughout this period.