

Malvern Way Infant and Nursery School

Pupil premium strategy statement



A caring learning community

Summary information					
School	Malvern Way Infant & Nursery School				
Academic Year	2018-2019	Predicted PPG budget (financial year 2018-2019)	£14220	Date of most recent review	Autumn 2018
Total number of pupils	331	Number of pupils eligible for PPG	11 (including 2 in Nursery)	Date of review of the impact of this strategy	Autumn 2019

Attainment end of Key stage 1 2017-2018			
5.6% of MW pupils were eligible for PPG (5 pupils) 40% 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	80%	91%	78%
% achieving expected standard or above in writing	60%	91%	77%
% achieving expected standard or above in maths	40%	92%	78%

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 and emotional needs

Desired outcomes									
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td>1. PPG pupils with speech, language and communication difficulties will be supported by staff with an increasing knowledge of how to meet their needs.</td> <td>The impact of PPG pupils with SLCN on phonic acquisition, reading and writing will be reduced.</td> </tr> <tr> <td>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.</td> <td>Tracking systems will identify "soft" progress as well as end of key stage data.</td> </tr> <tr> <td>3. Disadvantaged pupils who also have social and emotional needs are identified early and responded to with timely and relevant support.</td> <td>Children's self-esteem will have improved and they will have a better understanding of how to cope with difficult feelings.</td> </tr> </tbody> </table>	<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 and emotional needs 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.
<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 and emotional needs 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.								

Planned expenditure				
Academic year	2018-2019			
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.	<p>Use of Eiklan 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.</p> <p>Lego Talk intervention to develop attention and listening skills and to support the giving and following of instructions.</p>	<p>SLCN for some PPG pupils impacts on their acquisition of phonics and reading. Early identification and intervention lessens this impact.</p> <p>Evidence based Eiklan 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>Monitoring by INCO – feedback from teachers and TAs</p> <p>Liaising with school's SALT and SLTA to ensure targets are met.</p> <p>Listening to these pupils read regularly to monitor progress.</p>	<p>EY teams</p> <p>INCO</p> <p>Trained Eiklan staff-NS, JW,AS</p> <p>Class Teachers</p> <p>INCO</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.	<p>Early identification of challenges and strengths/interests ensure targeted support and interventions accelerate progress.</p> <p>Neurodiverse SpLD checklist</p> <p>Individual learning toolkits</p>	<p>NFER research</p> <p>The neurodiverse SpLD checklist supports early identification of challenges and strengths</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>SLT INCO</p> <p>CT</p> <p>Year group leader</p> <p>Teachers</p>
Disadvantaged pupils who also have social and emotional needs are identified early and responded to with timely and relevant support.	<p>Talkabout intervention to develop self awareness and self-esteem.</p> <p>One page profiles</p>	<p>Evidence based intervention.</p> <p>Feedback from parents from last year's group</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>