

# Malvern Way Infant and Nursery School

## Pupil premium strategy statement



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

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

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>	Social, emotional and mental health needs
<b>D.</b>	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>
<b>1.</b>	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.
<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 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.
<b>4.</b>	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"> <li>- Observations</li> <li>- Work and planning scrutiny</li> </ul>	<p>CT INCO SLT Year group leader</p> <p>HB</p>