

Malvern Way Infant and Nursery School

Pupil premium strategy statement 2017 -18



Summary information					
School	Malvern Way Infant & Nursery School				
Academic Year	2017-2018	Predicted PPG budget	14960.00		
Total number of pupils	331	Number of pupils eligible for PPG	12 (including 2 EY)	Date of review of the impact of this strategy	Autumn 2018

Attainment			
Attainment Key Stage 1: 2016-2017 4.5% of MW pupils were eligible for PPG (National 32%) 25% (cohort 4 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 in reading	75%	95%	79%
% achieving expected standard in writing	75%	95%	72%
% achieving expected standard in maths	50%	95%	79%

Barriers to future attainment for pupils eligible for PPG (including high ability)	
A.	Some PPG pupils have speech language and communication difficulties, affecting phonic acquisition, reading and writing
B.	Low prior attainment for some PPG pupils means they have to make accelerated progress in order to meet age related expectations
C.	Poor attendance (below 90%) and punctuality for a small number of our PP pupils
D.	Lack of home support for learning

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.	PPG pupils will make the same or better progress than pupils not eligible for PPG in English and Maths. Identified PPG pupils will be targeted for GD in specific areas of the curriculum.	Pupils will make at least 6 steps of progress in KS1 from exit YR
3.	Disadvantaged pupils who also have a SEND will make good progress against 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.
4.	The attendance of PPG pupils improves.	The number of persistent absentees among pupils eligible for PPG will decrease.

Planned expenditure				
Academic year	2017-2018			
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
1.PPG pupils with SLCN will be supported by staff with an increasing knowledge of their needs, thus lessening the impact on learning	<p><i>Use of an Early Years Ekklan Trained Teaching Assistant to deliver high quality support for communication and language.</i></p> <p><i>2x Key stage 1 Teachers currently on Ekklan Primary course TAs deliver programmes form SALT.</i></p> <p><i>Small narrative groups in Nursery and Reception and pre teaching topic vocabulary.</i></p>	<p><i>SLCN for some PPG pupils impacts on their acquisition of phonics and reading. Early identification and intervention lessens this impact.</i></p> <p><i>Evidence based Ekklan training teaches strategies listed on the What Works database (developed by the Communication Trust)</i></p>	<p>Monitoring by INCO Liaising with school's SALT and SLTA to ensure targets are met.</p>	<p>EY teams INCO Trained Ekklan staff- NS, JW,AS</p>
Disadvantaged pupils will meet age related expectations in maths and English.	<p>Quality First Teaching meets the needs of all pupils allowing the appropriate level of challenge.</p> <p>Sharing good practice</p> <p>Feedback and marking supports individual progress</p> <p>Lexia reading program</p> <p>Project X Code reading intervention Year 2 led by INCO</p> <p>Daily Readers</p> <p><i>Differentiated phonic groups in Year 1- TAs deployed where the need is greatest</i></p> <p><i>1:1 5 minute phonic box intervention</i></p> <p>Maths Mastery</p>	<p><i>NFER research has identified these actions as some of the effective ways to support disadvantaged pupils' achievement.</i></p> <p><i>Research Sutton Trust</i></p> <p><i>Lexia is a research-proven, blended learning program that accelerates the development of fundamental literacy skills for students of all abilities.</i></p> <p><i>Maths mastery aims to raise attainment for all pupils and close the attainment gap between disadvantaged pupils and their peers.</i></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>Regular monitoring of Quality First Teaching</p> <p>Teacher led coaching.</p> <p>Year group planning</p> <p>Maths and English subject leaders monitoring</p> <p>Staff training- maths mastery</p> <p>Monitoring Lexia to ensure recommended usage achieved and progress</p>	<p>SLT INCO CT Year group leader</p> <p>SLT</p> <p>All staff</p> <p>SI AL</p> <p>SI</p> <p>INCO</p>

<p>Disadvantaged pupils who also have a SEND will make good progress against the targets set on the Assess, Plan, Do, review support sheet and through targeted interventions.</p>	<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>SLT INCO CT Year group leader</p> <p>Teachers</p>
<p>The attendance of PPG pupils improves and the number of persistent absentees among pupils eligible for PPG will decrease.</p>	<p>Follow school procedures for absences. Respond quickly to poor attendance</p> <p>Headteacher to meet with parents/carers to discuss the reasons for absence and consider individual strategies as appropriate e.g. use of breakfast club/school clubs to reduce lateness, referral to school and family worker for guidance on implementing routines, pastoral support in school to address any concerns in attending school.</p>	<p>Attendance rates for a minority of pupils is below 90%</p>	<p>Monthly monitoring of pupils with attendance below 90%</p>	<p>HT and SM</p>

Attainment end of Key stage 1 2017-2018			
5.6% of MW pupils were eligible for PPG (5 pupils) (National 13.7%) 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 Hertfordshire benchmark</i>
% achieving expected standard or above in reading	80%	91%	80.7%
% achieving expected standard or above in writing	60%	91%	75.3%
% achieving expected standard or above in maths	40%	92%	80.8%

Impact Review 2017-2018	
<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.	Elklan trained staff have supported other staff and pupils with speech and lang difficulties. Children with targets from SALT have additional 1:1 TA support 3 times a week to help them progress towards achieving their targets. Some of our PPG pupils also had additional support with SLTA.
PPG pupils will make the same or better progress than pupils not eligible for PPG in English and Maths. Identified PPG pupils will be targeted for GD in specific areas of the curriculum.	At end of KS1 4 pupils made expected progress in reading , with one pupil making better than expected progress. *No progress data for 1 pupil who joined in Year 2 (also SEND). This pupil achieved ARE in reading. 3 PPG children (2 with SEND) were daily readers and were also in the Code X reading intervention group. The same 4 pupils made expected progress in writing. 2 pupils made expected progress in maths and 1 pupil made better than expected progress. One pupil achieved working at greater depth in reading and maths (previously MPA).
Disadvantaged pupils who also have a SEND will make good progress against the targets set on the Assess, Plan, Do, review support sheet and through targeted interventions.	End of key stage 1 – 2 disadvantaged pupils also SEND. Both made good progress against targets on support plans. Both had targeted reading intervention. One reached ARE in reading, whilst other made expected progress in reading from end of EYFS (Emerging in reading at end EYFS). Both children were daily readers. In addition to small group maths support in school 1 pupil received additional 1:1 maths support before school.
The attendance of PPG pupils improves.	The attendance of this group is now 95%. Attendance improved for one pupil who had previously been a persistent absentee during reception and year 1. End of year showed attendance of 90%. Of this group only 1 child is classed as a persistent absentee – this was as a result of an extended absence due to illness.