

## Pupil premium strategy / self-evaluation (Nursery)

1. Summary information					
<b>School</b>	Hillfields Nursery School				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	11789.85	<b>Date of most recent PP Review</b>	-
<b>Number of pupils eligible for EYPP Autumn Term</b>	16	<b>Number of pupils eligible for EYPP Spring Term</b>	25	<b>Number of pupils eligible for EYPP Summer Term</b>	42

2. First attainment where EYPP have been identified (January data)		
	<i>Pupils eligible for EYPP (N2)</i>	<i>Pupils not eligible for EYPP</i>
% achieving expected standard or above listening and attention (as measured in the school)	<b>28.6%</b>	15.4
% achieving expected standard or above understanding (as measured in the school)	<b>21.4%</b>	18%
% achieving expected standard or above speaking (as measured in the school)	<b>3.6%</b>	10.3%
% achieving expected standard or above Moving & Handling (as measured in the school)	<b>10.7%</b>	15.4%
% achieving expected standard or above Health & Self-care (as measured in the school)	<b>7.1%</b>	12.8%
% achieving expected standard or above Self Confidence & Self Awareness (as measured in the school)	<b>10.7%</b>	10.3%
% achieving expected standard or above Managing feelings and behaviour (as measured in the school)	<b>21.4%</b>	15.4%
% achieving expected standard or above Making relationships (as measured in the school)	<b>7.1%</b>	15.4%
% achieving expected standard or above Reading (as measured in the school)	<b>7.1%</b>	7.7%
% achieving expected standard or above Writing (as measured in the school)	<b>7.1%</b>	10.3%
% achieving expected standard or above Number (as measured in the school)	<b>3.6%</b>	0%
% achieving expected standard or above Shape Space and Measure (as measured in the school)	<b>3.6%</b>	5.1%

<b>Summer attainment</b>		
	<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>
% achieving expected standard or above listening and attention (as measured in the school)	46.7%	40.5%
% achieving expected standard or above understanding (as measured in the school)	43.3%	40.5%
% achieving expected standard or above speaking (as measured in the school)	23.3%	29.7%
% achieving expected standard or above Moving & Handling (as measured in the school)	43.3%	48.7%
% achieving expected standard or above Health & Self-care (as measured in the school)	23.3%	32.4%
% achieving expected standard or above Self Confidence & Self Awareness (as measured in the school)	53.3%	54.1%
% achieving expected standard or above Managing feelings and behaviour (as measured in the school)	46.7%	43.2%
% achieving expected standard or above Making relationships (as measured in the school)	56.7%	48.7%
% achieving expected standard or above Reading (as measured in the school)	20%	10.8%
% achieving expected standard or above Writing (as measured in the school)	20%	18.9%
% achieving expected standard or above Number (as measured in the school)	10%	10.8%
% achieving expected standard or above Shape Space and Measure (as measured in the school)	13.3%	16.2%

<b>Summer average steps progress</b>				
2 steps progress = expected progress 3+ = better than expected progress	<i>Pupils eligible for EYPP</i>		<i>Pupils not eligible for EYPP</i>	
	<i>N2</i>	<i>N1</i>	<i>N2</i>	<i>N1</i> <small>No data as pupils are not identified as eligible or ineligible until the term after their 3<sup>rd</sup> b'day</small>
Average steps progress listening and attention (as measured in the school)	4.4	3.3	5.4	
Average steps progress understanding (as measured in the school)	4.1	3.8	5	
Average steps progress speaking (as measured in the school)	4	3.1	4.4	
Average steps progress Moving & Handling (as measured in the school)	3.4	3.1	4.4	
Average steps progress Health & Self-care (as measured in the school)	4.6	3.3	5.2	
Average steps progress Self Confidence & Self Awareness (as measured in the school)	4.3	3.3	4.9	
Average steps progress Managing feelings and behaviour (as measured in the school)	4.7	3	5.2	
Average steps progress Making relationships (as measured in the school)	4.1	3	5	
Average steps progress Reading (as measured in the school)	4.3	3.4	4.8	
Average steps progress Writing (as measured in the school)	4.3	3	4.7	
Average steps progress Number (as measured in the school)	4	3.4	4.6	
Average steps progress Shape Space and Measure (as measured in the school)	4.2	3.4	4.7	

<b>1. Barriers to future attainment (for pupils eligible for EYPP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Communication and Language	
<b>B.</b>	Special Educational Needs 28% of children are included on the SEND register	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>C.</b>	Home learning environment	
<b>D.</b>	Attendance (this is non-statutory at Nursery School) It is often the first place children have been in close proximity and often suffer illnesses whilst they build up their immune system	
<b>E.</b>	Hillfields Nursery School sits within the area to St Michael's in Coventry is in the lowest deprivation nationally	
<b>F.</b>	66% of children have English as an additional language.	
<b>2. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To make better than expected progress in Communication & Language	Better than expected progress 3+ steps over a year
<b>B.</b>	EYPP children on SEND register to make at least expected progress	Children will have an average step progress of 2+
<b>C.</b>	Attendance to be good in relation to overall school attendance	% attendance to be above 80%

### 3. Planned expenditure

#### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
To Raise attainment of EYPP children in each year group so that they can achieve Good Level of Development at the end of Foundation Stage	All children achieve 3+ steps of progress to ensure they are diminishing the difference.  % achieving age related expectations is increased over the year.	Average steps progress 3 steps – 4.7 steps. The EYPP children who achieved exactly 3 steps progress were in Nursery 1. Nursery 1 children are only eligible for EYPP the term after their 3 <sup>rd</sup> birthday and so are only funded for Spring and Summer or just Summer.	Ensuring Pupil progress meetings continue to clearly identify next steps and areas to develop for the children not diminishing the difference. Ensure new staff supported to identify ways to support progress.	£0
Improve progress for EYPP children	Quality first teaching for all children with clear identification of barriers to learning and addressing areas for children's development	Teaching and Learning weeks allow identification of quality practice.  Regular time to action plan for key children following data collection allows the team to prepare for progress meetings and understanding the next steps to support the identified children.	Ensuring Pupil progress meetings continue to clearly identify next steps and areas to develop for the children not diminishing the difference. Ensure new staff supported to identify ways to support progress.  Build in further peer to peer support sharing good practice identified through teaching and learning walks.	£0

Improve progress for EYPP children particularly in prime areas to give a strong foundation for future learning	Early identification and action planning for areas children are not reaching expected progress plus. CPD from Speech and Language therapist to develop practice	Pupil Progress Meetings allow regular points throughout the year to ensure children's needs are being met effectively.  CPD from our Speech therapist has allowed us to develop our practice for communication and language. This allows all the children to benefit from our developing practice.	Develop further CPD from Speech and Language therapy service. This does not just benefit children receiving EYPP but also develops staff practice allowing all children to benefit.	£87.72
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure EYPP children requiring additional adult support receive their full entitlement	School is able to top up funding from Special Educational Needs Inclusion Funding to ensure children are able to access additional adult support	Additional support ensures EYPP SEND children can access personalised learning towards their targets in their My Support Plan	This has been invaluable to add top up the funding received by the LA. It has allowed personalised educational plans for SEND children. It has also allowed us to extend time for the children.	£477.35
To ensure children who have speech and language targets are able to access support with from Speech & Language	Commissioning a speech and language therapist to assess and signpost school and families	Having a speech therapist allows a good internal referral process. It allows us to have intervention for all children we have concerns over. It allows school to develop targets for children who will not be accepted into the speech service due to their threshold	This service will continue to be accessed. It allows timely referrals and targets to be set for children who need professional support but do not quite meet threshold of service referral.	£2672.29

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Extracurricular support	To allow access to extracurricular educational experiences	All children accessed the hands-on animal experience which was a brand new experience for many. It allowed them to grow in confidence and explore language relating to touch, movement and their feelings towards a range of animals.	Bringing in new experiences for the children supports their development and gives an enhanced learning opportunity.	£108.80
Early Help staffing	To provide a supernumerary member of staff to support children accessing support from Children's services and social care. It ensures attendance at multiagency meetings and setting support for children and families.	It has been successful and allowing us to also target children achieving age related expectations or just below to ensure they have the intervention and planning to develop further.	This needs to develop further so that the nursery school can offer single agency Early Help for families.	£7415.74

<p>To develop home learning and parental involvement</p>	<p>To offer resources to families in need.</p> <p>To develop parental workshops so the parents are able to support their children.</p>	<p>Completing homevisits and sharing information with health visitors and other professionals working with families allows us to offer targeted support and group support for areas to support learning.</p> <p>Other than toilet training, offered parental workshops were not as well attended as the previous year. Information leaflets were produced to support</p>	<p>Look at how parents engage with school this year. Offer a regular coffee session to allow it to become routine with targeted support through these.</p>	<p>£590.31</p>
<p>To develop Nursery school resources on offer</p>	<p>To offer experiences to the children that are not available through home. This may be due to culture, understanding of parenting and lack of funds.</p>	<p>Children have quality resources to extend their play through the Nursery School curriculum</p>	<p>It is key that the children have access to quality resources to support their learning</p>	<p>£436.79</p>

**4. Additional detail**

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