

Pupil premium strategy / self-evaluation (Nursery)

1. Summary information								
School	Hillfields Nursery School							
Academic Year	19/20	Total PP budget	Autumn term	£3339	Spring term	£4102.20	Summer term	£---
Number of pupils eligible for EYPP Autumn Term	26	Number of pupils eligible for EYPP Spring Term	43	Number of pupils eligible for EYPP Summer Term				--

2. First attainment where EYPP have been identified (January data)		
	Pupils eligible for EYPP (N2) Within 2% of non EYPP Exceeding non EYPP	Pupils not eligible for EYPP
% achieving expected standard or above listening and attention (as measured in the school)	9.1%	20.5
% achieving expected standard or above understanding (as measured in the school)	13.6%	21
% achieving expected standard or above speaking (as measured in the school)	18.2%	18.5
% achieving expected standard or above Moving & Handling (as measured in the school)	21.7%	25
% achieving expected standard or above Health & Self-care (as measured in the school)	18.1%	28.9
% achieving expected standard or above Self Confidence & Self Awareness (as measured in the school)	22.7%	23.7
% achieving expected standard or above Managing feelings and behaviour (as measured in the school)	9.1%	8.1
% achieving expected standard or above Making relationships (as measured in the school)	18.1%	22.2
% achieving expected standard or above Reading (as measured in the school)	9%	15.8
% achieving expected standard or above Writing (as measured in the school)	9%	16.7
% achieving expected standard or above Number (as measured in the school)	0%	5.4
% achieving expected standard or above Shape Space and Measure (as measured in the school)	0%	2.6

Summer attainment		
	<i>Pupils eligible for EYPP (N2)</i> Within 2% of non EYPP Exceeding non EYPP	<i>Pupils not eligible for EYPP</i>
% achieving expected standard or above listening and attention (as measured in the school)	%	%
% achieving expected standard or above understanding (as measured in the school)	%	%
% achieving expected standard or above speaking (as measured in the school)	%	%
% achieving expected standard or above Moving & Handling (as measured in the school)	%	%
% achieving expected standard or above Health & Self-care (as measured in the school)	%	%
% achieving expected standard or above Self Confidence & Self Awareness (as measured in the school)	%	%
% achieving expected standard or above Managing feelings and behaviour (as measured in the school)	%	%
% achieving expected standard or above Making relationships (as measured in the school)	%	%
% achieving expected standard or above Reading (as measured in the school)	%	%
% achieving expected standard or above Writing (as measured in the school)	%	%
% achieving expected standard or above Number (as measured in the school)	%	%
% achieving expected standard or above Shape Space and Measure (as measured in the school)	%	%

Summer average steps progress				
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 3rd b'day</small>
Average steps progress listening and attention (as measured in the school)				
Average steps progress understanding (as measured in the school)				
Average steps progress speaking (as measured in the school)				
Average steps progress Moving & Handling (as measured in the school)				
Average steps progress Health & Self-care (as measured in the school)				
Average steps progress Self Confidence & Self Awareness (as measured in the school)				
Average steps progress Managing feelings and behaviour (as measured in the school)				
Average steps progress Making relationships (as measured in the school)				
Average steps progress Reading (as measured in the school)				
Average steps progress Writing (as measured in the school)				
Average steps progress Number (as measured in the school)				
Average steps progress Shape Space and Measure (as measured in the school)				

1. Barriers to future attainment (for pupils eligible for EYPP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Communication and Language	
B.	Special Educational Needs 19% of children are included on the SEND register (correct at 10/10/19)	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
C.	Home learning environment	
D.	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	
E.	Hillfields Nursery School sits within the area to St Michael's in Coventry is in the lowest deprivation nationally	
F.	57% of children have English as an additional language.	
2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To make better than expected progress in Communication & Language	Better than expected progress 3+ steps over a year
B.	EYPP children on SEND register to make at least expected progress	Children will have an average step progress of 2+
C.	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.			£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			£? Supply to ensure staff can access peer support

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			£87.72
--	---	--	--	--------

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			£
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			£

iii. Other approaches				
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
Extracurricular support	To allow access to extracurricular educational experiences			£
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.			£

<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>£</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>£</p>
<p>4. Additional detail (if required)</p>				
<p>-</p>				