# Gill Blowers Nursery School Pupil premium strategy statement AY2019/20

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | | | | | | | | | | | | |
| **School** | | | Gill Blowers Nursery School | | | | | | | | | | | | | |
| **Academic Year** | | | 19/20 | | **Total PP budget 19-320** | | | | £13,683 | | **Date of most recent PP Review** | | | | | Sept 20 |
| **Total number of pupils**  **3-4 year olds** | | | 164  119 | | **Number of pupils eligible for PP** | | | | 59 | | **Date for next internal review of this strategy** | | | | | n/a |
| 1. **Current attainment** | | | | | | | | | | | | | | | | |
| At= % of children working at working at age related expectations  Above= % of children working above age related expectations | | | | *Pupils eligible for PP (N2 children only)* | | | | | | | | *Pupils not eligible for PP (N2 children only)* | | | | |
| **Base** | | **Aut** | | **Spr** | | **Sum** | | **Base** | **Aut** | **Spr** | **Sum** | |
| **CLL: Listening and Attention** | | | | At 68 Above 12 | | At 46 Above 54 | | At 46 Above 42 | | U | | At 60 Above 6 | At 47 Above 41 | At 50 Above 33 | Unavailable due to Covid 19 | |
| **CLL: Understanding** | | | | At 52 Above 20 | | At 54 Above 46 | | At 42 Above 46 | | U | | At 54 Above 9 | At 41 Above 41 | At 43 Above 33 | Unavailable | |
| **CL: Speaking** | | | | At 60 Above 8 | | At 46 Above 39 | | At 39 Above 46 | | U | | At 46 Above 3 | At 35 Above 24 | At 379 Above 36 | Unavailable | |
| **PD: Moving and Handling** | | | | At 64 Above 12 | | At 46 Above 54 | | At 46 Above 50 | | U | | At 71 Above 9 | At 59 Above 41 | At 50 Above 40 | Unavailable | |
| **PD: Health and Self-care** | | | | At 56 Above 20 | | At 31 Above 69 | | At 34 Above 58 | | U | | At 63 Above 11 | At 35 Above 53 | At 357 Above 33 | Unavailable | |
| **PSED: Self Confidence and Self-awareness** | | | | At 60 Above 20 | | At 38 Above 62 | | At 38 Above 50 | | U | | At 68 Above 6 | At 65 Above 35 | At 53 Above 27 | Unavailable | |
| **PSED: Managing Feelings and Behaviour** | | | | At 64 Above 4 | | At 54 Above 46 | | At 54Above 38 | | U | | At 49 Above8 | At 41 Above 41 | At 57 Above 23 | Unavailable | |
| **PSED: Making Relationships** | | | | At 72 Above 4 | | At 69 Above 31 | | At 50 Above 38 | | U | | At 51 Above 3 | At 47 Above 35 | At 43 Above 30 | Unavailable | |
| **Literacy: Reading** | | | | At 68 Above 0 | | At 54 Above 31 | | At 58 Above 27 | | U | | At 60 Above 0 | At 76 Above 6 | At 60 Above 17 | Unavailable | |
| **Literacy: Writing** | | | | At 52 Above 12 | | At 61 Above 31 | | At 54 Above 27 | | U | | At 48 Above 6 | At 35 Above 41 | At 50 Above 30 | Unavailable | |
|  | | | |  | |  | |  | |  | |  |  |  |  | |
|  | | | |  | |  | |  | |  | |  |  |  |  | |
|  | | | |  | |  | |  | |  | |  |  |  |  | |
|  | | | |  | |  | |  | |  | |  |  |  |  | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | | | | |
| **In-school barriers** | | | | | | | | | | | | | | | | |
|  | | Identify specific areas of learning where children are working below age related expectations to improve outcomes | | | | | | | | | | | | | | |
|  | | Many children do not have access to additional opportunities and experiences that allow children to talk, extend thinking (ie swimming, arts, theatre, dance, day trip, holidays etc) | | | | | | | | | | | | | | |
|  | | Many children come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. | | | | | | | | | | | | | | |
|  | | Many children are facing multiple barriers to learning i.e. contact with social care, EHA completed, SEND, attachment difficulties. | | | | | | | | | | | | | | |
| **External barriers** | | | | | | | | | | | | | | | | |
| **A.** | | Pupils attending Gill Blowers Nursery have an average IDACI (income deprivation affecting children) deprivation score of 0.351 (based on residence). This means that 35.1% of pupils may be experiencing family income deprivation in comparison with 24.2% of pupils for Luton overall and 21% Nationally. Living Environment and Employment deprivation indicators are high.  5.66% of Gill Blowers Nursery pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 3.65% of Luton pupils.  · 37.74% of Gill Blowers Nursery pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 8.30% of Luton pupils.  · 91.82% of Gill Blowers Nursery pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 50.29% of Luton pupils. | | | | | | | | | | | | | | |
| **B.** | | Majority of children who are in receipt of EYPP have a poor home learning environment and unstable home relationships, many of who have been or are subject to an EHA, CIN or CP. All families are using universal services in some form. | | | | | | | | | | | | | | |
| **C.** | | Parental aspirations low. | | | | | | | | | | | | | | |
| **D.** | | 12% of the school population has an additional SEND need identified. | | | | | | | | | | | | | | |
| **E.** | | Several families managing anxiety / depression, social isolation, poor transport links, DVAP involvement, poor diet, financial difficulties. | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | **Success criteria** | | | | | | | | | |
|  | Consider the different experiences that children start the school with that influence a child’s learning and play; provide a range of resources/experiences that will extend and give opportunity. | | | | | | Children eligible for EYPP make rapid progress from their starting points to work-towards the Communication and Language and Speaking elements of the Early Learning Goal. On entry to reception children working within the 40-60mth ‘school ready’. | | | | | | | | | |
|  | Improve attainment at end of year ensuring that Higher Ability children eligible for the grant achieve the higher standard in all Prime areas. | | | | | | Children eligible for EYPP identified as high ability make at least the same progress as ‘other’ children identified as high ability so that both groups make more progress than children in 2019 by the end of 3-4’s in Prime areas. At least 20% children will attain the higher standards. | | | | | | | | | |
|  | Increase the progress of those eligible for EYPP in Literacy across the 3-4’s but particularly for school leavers. | | | | | | The gap between child progress for eligible children and their peers is reduced rapidly so that all children make rapid progress in reading. Children are identified in 2yr provision as possible EYPP, allowing targeted intervention prior to eligibility. | | | | | | | | | |
|  | Ensure that EYPP boys make as much progress as EYPP girls and both make more progress than their peers in Speaking. | | | | | | The gap between progress scores for girls and boys in Speaking is reduced by 1.0 point. | | | | | | | | | |
|  | Build close links with families of EYPP pupils, ensure families are supported and needs are quickly identified. Sign posting to Children’s Centre and other services are made. Develop targeted support groups to assist with this. | | | | | | Families with Children eligible for the EYPP will have support networks and access to early intervention; supporting parents and reducing the number of children on CP plans/TAF or length of time on a CP plan/TAF. | | | | | | | | | |
|  | Increase the rate of attendance for those eligible for the grant. | | | | | | Reduce the % of Persistently absent children who are eligible for the grant so that it matches other groups. | | | | | | | | | |

|  |  |
| --- | --- |
| 1. **Planned expenditure** | |
| * **Academic year** | **2019-2020** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review?** |
| A. Consider the different experiences that children start the school with that influence a child’s learning and play; provide a range of resources/experiences that will extend and give opportunity. | Higher staff: child ratios facilitate positive adult: child interactions across the school.  Additional experiences such as – Natural Thinkers/Curiosity approach, Living eggs, Natural Thinkers/Curiosity approach, in house farm experiences, African drummer, dance, phonic group work, local environment trips, school trip | Additional staffing will support the release of teachers/key workers to carry out targeted interventions and support, ensuring impact based.  Provide a range of experiences that will support the acquisition of language, vocabulary and promote talk, creative thinking and a love of learning.  To enhance wider opportunities to enable pupils to develop life skills and confidence and independence in the world around them. | Assessment data ongoing  SLT/Governors. Learning walks  Appraisal review meetings  External tracker moderation completed in the summer term 2020.  SENCO observations. | SLT CT JW  Assessment data ongoing  SLT/Governors Learning walks  Governor visit.  SLT and ML monitor planning.    Lead carries out observations of practice across the school (autumn 2) | Natural Thinkers £400  Curiosity Approach £400  Farm £325  Living Eggs £210 (cancelled due to COVID)  Dance £1200  Trip £1215  (cancelled due to COVID)  Learning at home resources  £500 | Dec 19  Mar 20  July 20 |
| B. Improve attainment at end of year ensuring that Higher Ability children eligible for the grant achieve the higher standard in all Prime areas. | Appointment of new leadership roles specifically focussed on teaching Reading and delivering the Natural Thinkers approach.  Parliament Time- the children are encouraged to evaluate their learning in order to plan their own next steps.  The children’s voice, interests and ideas provide a starting point which is balanced by direct teaching of skills and knowledge. Staff facilitates and scaffolds learning using carefully framed questions to develop the children’s knowledge.  Staff to model good vocabulary and extending vocabulary. | Promotion of creativity and further problem solving through practitioner scaffolding and a highly engaging environment.  Parliament Time groups to develop children’s critical thinking, listening and speaking skills. | Assessment data ongoing  SLT/Governors. Learning walks –  Pupil Progress – next steps.  External tracker moderation completed in the summer term 2020. | JI, Govs, CT  Assessment data ongoing  SLT/Governors. Targeted learning walks –JI.  ECCERS Literacy observation – Lead (autumn 2)  Adult engagement obs (autumn and summer term) JI | £0 | Dec 19  Mar 20  July 20 |
| C. Increase the progress of those eligible for EYPP in Literacy across the 3-4’s but particularly for school leavers. | Buy in Sign for Phonics sessions.  Identify more able EYPP. Use Differentiated Groups to maximise opportunities to impact on progress and develop phonetical knowledge through targeted support differentiated to the children’s level of attainment.  Review reading screen to ensure it is phonetically plausible. Ensure mark making opportunities are maximised throughout the school  Use of EYPP to diminish the difference ensuring that children from the least advantaged backgrounds are supported to attain and progress at the same rate as their more advantaged peers. | The Education Endowment Foundation’s (EEF’s) teaching and learning toolkit includes a section on the impact of ability grouping. The organisation’s website says that high attaining pupils benefit from different types of grouping. It refers to research which shows that these pupils can achieve between three and 12 months’ additional learning on the back of these strategies.  To introduce new letters/sounds while revising previously taught phonic letters/sounds and high-frequency or sight words to support independent reading, progress and gain greater fluency in decoding. | Assessment data ongoing  SLT/Governors  .  Targeted learning walks  –JI.  ECCERS Literacy observation – Lead (autumn 2) | JI, Govs, CT  Assessment data ongoing  SLT/Governors. Targeted learning walks –JI.  ECCERS Literacy observation – Lead (autumn 2)  Adult engagement obs (autumn and summer term) JI | Sign for Phonics £3,400 | July 2020 |
| D. Ensure that EYPP boys make as much progress as EYPP girls and both make more progress than their peers in Speaking. | All staff to complete training in ‘Talking takes off’ screening.  Staff to model good vocabulary and extending vocabulary.  To implement and roll out across the school ‘talking boxes’.  Continue to build on the use of signing to support speech | Difficulties are identified early, children are referred to S&L service and/or supported though the TTO program.  Interventions are being planned for and time allocated for interventions.  Staff are confident in using the strategies  Talking boxes are embedded as part of the weekly planning.  Staff are confident at signing an increasing bank of vocabulary. | Assessment data ongoing  SLT/Governors. Learning walks  ECCERS Literacy observation – Lead  Pupil Progress – next steps.  SENCO observations. | Teacher & room leads feedback at MM.  SLT and ML monitor planning.  SEN team monitor signing.    Monitor through appraisal process.  JI monitor plans and reviews Adult engagement observations. | £0 | Dec 19  Mar 20  July 20 |
| **Total budgeted cost** | | |  |  |  |  |
|  | | | | | | |
| **ii. Targeted Support** |  | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review?** |
| E. Build close links with families of EYPP pupils, ensure families are supported and needs are quickly identified. Sign posting to Children’s Centre and other services are made. Develop targeted support groups to assist with this. | Supporting and empowering family’s positive parenting.  Family worker to provide drop in coffee mornings for parents of children who are in receipt of EYPP. During these coffee morning, signpost to support services and touch base with school support, to ensure that they have a full understanding of the systems in place in the Educational Services to support all families | Families have needs identified prior pre-threshold, preventing the need for children to be on CP and reducing the revolving door effect.    Reducing aspects of disadvantage allowing children to make progress and attainment in the prime areas of learning. | Working alongside the Children’s Centre, Social Care and other agencies to quickly identify those families in need.    Supportive opportunities given – support groups, Family Links etc. | Family worker/ SENCO  SLT monitoring | £25 a week for 10 weeks of the year =  £250 | July 2020 |
| F. Increase the rate of attendance for those eligible for the grant. | Daily / weekly monitoring. Follow up calls, offer of support, changing sessions, signposting to support services. Unpicking of barriers. | Improved attendance, improved outcomes and progress for children. | Improved attendance of those children identified as falling below expected.  SLT / GOV/ monitoring | Family worker/ SENCO | £0 | End of every half term |
| Build closer links with families of EYPP pupils  Parents to feel empowered to support their children in their school learning | Parent workshops- teachers to target families in receipt of the EYPP to attend the workshops. - particularly linked to some Reading , Being Healthy and Speaking workshops | Improved relationships with parents. Parents gain a deeper understanding of their child’s learning and curriculum and the importance of being healthy. | SLT Monitoring | Family Worker/ SENCO | £25 a week for 20 weeks of the year =  £500 | July 2020 |
| Build closer relationships with parents/carers to feel empowered to support their children in their school learning | PSED week/Curriculum Days to support parents understanding of the curriculum and how to extend their child’s learning at home. Invite parent’s on trips in local community. | Improved relationships with parents. Parents gain a deeper understanding of their child’s learning and curriculum and the importance of being healthy. | SLT Monitoring  Governor Visits | CT  Key workers | £0 |  |
| **Total budgeted cost** | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review?** |
| Developing further Emotional Literacy and managing feelings; dealing with children who have experienced trauma | Small group session using Emotional literacy techniques. Wellbeing screening to be used to specifically identify areas to be developed.  Sign for Feelings to be used to support children to understand and name their feelings. | Research states ‘when a child has experienced neglect, trauma, abuse or pain these difficulties may be severe. Symptoms may include defiance, aggression, controlling behaviour, attention seeking, lack of empathy and withdrawn’ Children may suffer from attachment issues. | CT will offer see group 1to1/sessions, general observations within the learning environment, key worker observations | CT  Key Worker | £0 | Half Termly  Screen every 6 weeks |
| Improve the rate of attainment of 3-4’s by improving access to wider opportunities. | Family Days-Mother’s Day, Father’s Day  Culture Days  Wow Wednesdays  Curriculum Days  Celebration Days  Parents joining in with environmental walks. | School has demonstrated through partnerships that additional longer term partnerships must be funded by EYPP grant to ensure that all children have equality of access. | Teachers will identify work to be covered and children identified. The success will be monitored by targeted children remaining on track, or better throughout the year. | Class teachers, SLT | £400 | Half Termly |
| Increased involvement in targeted motor skill development reducing obesity levels and maintaining healthy and active lifestyles across the school | Provide enhanced access to physical provision for targeted children by increasing the number of opportunities available. Embed Fitness Friday’s.  To effectively plan for the outside environment in all seasons utilising the Natural Thinkers training. Plan a range of activities for Fitness Friday’s.  Dance lessons for all EYPP children. | High percentages of children reside in tower blocks and do not have access to garden therefore limiting opportunities for daily exercise.  Children have limited experiences for extracurricular activities that promote health, fitness and wellbeing. | SLT/Governors. Learning walks  SLT and ML monitor planning.  Lead carries out observations of practice across the school. | Class Teachers | £0 |  |
| Healthy Smiles | Support children’s oral health by educating parents and providing daily opportunities for children to brush their teeth. | Oral health is important to general health and wellbeing. It can also affect people's ability to eat, speak and socialise normally.  Poor oral health can lead to absences from school and workplaces. It can also affect the ability of children to learn, thrive and develop.  Poor oral health tends to be more prevalent among people who are socially or economically disadvantaged. | Teachers will provide daily opportunities and role model and promote good oral hygiene. | Class Teachers/ Room Leads | £0 | July 2020 |
| Support the wellbeing of children by giving them a school uniform to promote a sense of belonging. | All EYPP children to be given a school jumper. | School uniforms provide a sense of identity and community. It is said that when the entire student body is dressed in uniforms, they have a strong team mentality. When everyone is dressed alike, this leads to a sense of unity and belonging. | SLT to monitor. | Office Manager | £250 |  |
| Support parents with cost of School Dinner/Snack.  Support with cost of midday supervisors | Support parents to recognise ‘balanced diet’ and appropriate foods.  Snack donations to be paid for EYPP children.  Fund extra time for EYPP children to have a lunch.  Support EYPP parents to apply for Free School Meals. | Parents regular bring (breakfast) and greet the children with fatty products from local bakery.    Parent report mental health issues, low mood often prevent them from cooking / providing a balanced meal. Convenience food high in fat and sugar is often given at meal times. | SLT to monitor | Office Manager  Family Worker | £1800 |  |
| Leuven Wellbeing Program | Carry out wellbeing screening on children every six weeks.  Use the initial observation as the starting point for further analysis concentrating on pupils with lower levels of well-being and / or involvement. Use this analysis to inform a framework for intervention toward individual pupils/small groups. | Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health. | SLT monitoring | CT | £0 |  |
| **Total budgeted cost for initiatives listed above**  **Additional staffing support comprising family worker time (0.33FTE), MDS, additional staff in 3/4s room, management time** | | | |  | £9,425 |  |
|  | £61,500 |  |
| **Total expenditure** | | | |  | £70,925 |  |