# Gill Blowers Nursery School Pupil premium strategy statement 2020/21

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| 1. **Summary information** | | | | | | | | | | | | | | | | |
| **School** | | | Gill Blowers Nursery School | | | | | | | | | | | | | |
| **Academic Year** | | | 20/21 | | **Total estimated PP budget** | | | | £10350 | | **Date of most recent PP Review** | | | | |  |
| **Total number of pupils**  **3-4 year olds** | | |  | | **Number of pupils eligible for PP** | | | |  | | **Date for next internal review of this strategy** | | | | |  |
| 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* | | | | | | | | *Pupils not eligible for PP* | | | | |
| **Base** | | **Aut** | | **Spr** | | **Sum** | | **Base** | **Aut** | **Spr** | **Sum** | |
| **CLL: Listening and Attention** | | | |  | |  | |  | |  | |  |  |  |  | |
| **CLL: Understanding** | | | |  | |  | |  | |  | |  |  |  |  | |
| **CL: Speaking** | | | |  | |  | |  | |  | |  |  |  |  | |
| **PD: Moving and Handling** | | | |  | |  | |  | |  | |  |  |  |  | |
| **PD: Health and Self-care** | | | |  | |  | |  | |  | |  |  |  |  | |
| **PSED: Self Confidence and Self-awareness** | | | |  | |  | |  | |  | |  |  |  |  | |
| **PSED: Managing Feelings and Behaviour** | | | |  | |  | |  | |  | |  |  |  |  | |
| **PSED: Making Relationships** | | | |  | |  | |  | |  | |  |  |  |  | |
| **Literacy: Reading** | | | |  | |  | |  | |  | |  |  |  |  | |
| **Literacy: Writing** | | | |  | |  | |  | |  | |  |  |  |  | |
| 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. | | | | | | | | | | | | | | |
|  | | Many children have English as a second language | | | | | | | | | | | | | | |
|  | | Many children may have low wellbeing due to their experiences and the effects of of Covid 19 | | | | | | | | | | | | | | |
| **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.** | | 17% 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 which may have been intensified by Covid 19 | | | | | | | | | | | | | | |
| 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 progress of children with EAL and support children with speech and language difficulties. | | | | | | EAL children make good progress in their language acquisition to enable them to access the full curriculum and reduce the gap with their peers. Speech and language difficulties are identified early and children are referred to S&L service and/or supported though the TTO program.  Interventions are being planned for and time allocated for interventions, resulting in children being supporting and making progress. | | | | | | | | | |
|  | Support the wellbeing of children who may be suffering the effects of Covid 19 | | | | | | Children’s mental health and wellbeing is supported to enable them to thrive. | | | | | | | | | |

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| 1. **Planned expenditure** | |
| * **Academic year** | **2020-2021** |
| 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 | |

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| 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) | Farm £325  Living Eggs £210  Visiting music experience £300  Trip (mini bus) £2000  Trip (sea side) £2,000 | Dec 20  Mar 21  July 21 |
| B. Support children with English as a second language to increase their comprehension and vocabulary through targeted interventions | Each class to have an EAL plan that focuses on the specific EAL needs of their class.  Staff to implement strategies from the Talking Takes Off and Lift Off to Language training to support EAL.  Review of dual language core books in class and library books.  Covid permitting- encourage parents/ grandparents in to read stories in the children’s home language.  Continue to build on the use of signing and finger spelling (alongside phonetic sounds) to support speech. | Children are supported to make good progress through the use of planned interventions.  Parents are able to support children’s reading and language at home resulting in greater joined up working and children making good progress.  Improve parent/ child confidence and give children access wo wider experiences. | Plan evaluated termly  SLT/Governors Learning walks.  Room Leads  SEN team monitor signing. | Room Leads  Literacy Coordinator | Staff training £0  Use of strategies /intervention£0 |  |
| C. Develop children’s wellbeing and those who may have experienced trauma to support them to understand and manage their feelings. | Small group session using 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.  Encourage children to use the garden to grow their own plants/fruits and vegetables. | 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 withdrawal. Children may suffer from attachment issues.  Achieving goals allows children to become more self-confident, resilient and independent as they see their hard work materialise, especially when they are able to enjoy the food they have grown. | CT will oversee group, 1to1/sessions, general observations within the learning environment and key worker observations  Carry out wellbeing screening on children every six weeks. | Keyworkers overseen by CT | Natural Thinkers/ garden £2000  Enhanced snacks £900 | Half Termly  Screen every 6 weeks |
| D. 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 20  Mar 21  July 21 |
| E. 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.  Use phonic screening to differentiate groups to maximise opportunities to impact on progress and develop phonetical knowledge through targeted support differentiated to the children’s level of attainment.  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 £2565 | July 2021 |
| F. 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 20  Mar 21  July 21 |
| **Total budgeted cost** | | |  |  |  |  |
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| 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?** |
| 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 | £0 | 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 |  |
| 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 | £0 | July 2021 |
| Support parents understanding of curriculum. | Parent workshops- teachers to target families in receipt of the EYPP and signpost to attend family worker groups.  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. | SLT Monitoring | Family Worker/ SENCO  CT-Key workers | £0 | July 2021 |
| **Total budgeted cost**  **Total Budget** | | | |  |  |  |
|  | £10,000 |  |