



Pupil premium strategy statement: Martenscroft Nursery School and Children’s Centre

Martenscroft Nursery School and Children's Centre claims extra funding through the Early Years Pupil Premium with the aim to support children's development, learning and care. The Early Years Pupil Premium has provided Martenscroft Nursery School and Children's Centre children (if eligible) with extra funding to close their educational gap.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who were formally in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order. Martenscroft Nursery School and Children's Centre receives £302 a year for each child taking up the funded entitlement to early education.

1. Summary information					
School	Martenscroft Nursery School and Children’s Centre				
Academic Year	2017/18	Total PP budget	£5136	Date of most recent PP Review	April 2017
Total number of pupils	76	Number of pupils eligible for PP	20	Date for next internal review of this strategy	September 2017

2. Current attainment		
On Entry to Nursery Class 2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in line and above in Prime Areas and Literacy and Maths	2.5%	21%
Interim assessments February 2017	22%	29%
% making accelerated progress in Prime Areas	83%	91%
% making accelerated progress in Literacy and Mathematics	84%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	More than half (59%) of children eligible for PP have English as an Additional Language
B.	39% of children eligible for PP have identified SEND/Additional Needs
C.	On entry no children eligible for PP are in line with age related expectations for Communication & Language, Literacy or Mathematics

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Home learning environments and understanding more about how to support children's learning and development at home. Attendance rates for pupils eligible for PP are 95.6%. Continue to monitor to ensure that their attendance does not reduce their school hours and causes them to fall behind on average.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication and language skills for all children eligible for PP.	Children eligible for PP in Nursery class make rapid progress from their starting points by the end of the year so that more children eligible for PP are in line with age related expectations.
B.	High rates of progress for children eligible for PP compared to their starting points including good rates of progress for children with SEND/Additional Needs in line with their individual development plans.	Children eligible for PP make as much progress as 'other' pupils including those identified with SEND/Additional needs.
C.	Improved age related expectations for Literacy and Maths from their starting points	Children eligible for PP in Nursery class make rapid progress from their starting points by the end of the year so that more children eligible for PP are in line with age related expectations.
D.	Increased involvement from parents and carers of children eligible for PP in their children's learning and development. Maintain good attendance rates for children eligible for PP.	Increased involvement of parents and carers of children eligible for PP in their children's learning through PICL programme, workshops, parent and community group, educational visits. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance is maintained and in line with 'other' pupils.

5. Planned expenditure

Academic year	2016/17
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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.

i. 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	When will you review implementation?
A. Improved communication and language skills	Staff training on 'Communication friendly spaces'.	We want to invest some of the PP in longer term change which will help all pupils. EY's learning environments and provision that enhance and enable communication and	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees'	Deputy Head/ Headteacher	July 2017

B. High rates of progress	Review of phonics teaching and learning	language opportunities as well as careful adult interactions in these areas make a difference.	classes after the course, to embed learning. Learning walks and lesson observations Lessons from training embedded in EY's policy.		
B. Good rates of progress for children with SEND/Additional Needs in line with their individual development plans.	Staff training on strategies to support children with SEND/Additional Needs including; ASD friendly strategies Place 2 Be Lego therapy Boxall Profile Attachment theory	Evidence based approaches used to support learning for different groups of children with differing needs.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning.	Deputy Head/ Headteacher	July 2017

Total budgeted cost £1500

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	When will you review implementation?
<p>A. Improved communication and language skills</p> <p>B. High rates of progress</p> <p>B. Good rates of progress for children with SEND/Additional Needs in line with their individual development plans.</p>	<p>Wellcomm screening for children identified.</p> <p>Working with artists from Zarts through the 'Bright Sparks' programme and local musicians from RNCM to support an enriched curriculum and opportunities for children.</p> <p>We also used the funding to contribute to an additional teaching assistant in the nursery class to enable identified children receive additional support through various nurture groups as well as one to one interventions.</p>	<p>This is a successful evidence based approach to support and identify speech and language difficulties at the earliest point of need.</p> <p>These activities successfully engage children in creative and imaginative ways in order to enhance and specifically support achievement in Personal, Social and Emotional Development, Communication and Language, and Expressive Arts and Design.</p> <p>With the levels of need identified the children need specific interventions of support which due to adult/child ratios are enabled more effectively when staff are able to carry these out in smaller differentiated groups.</p>	<p>Screening implementation and follow up actions. Monitoring of children's development through team meetings and pupil progress reviews.</p> <p>Joint planning and facilitation of groups with artists and musicians. Observations and assessments of children's learning and development which are monitored regularly.</p> <p>Weekly interventions planned and delivered with the children are evaluated and appropriate next steps identified. Observations of teaching and learning.</p>	Headteacher /Deputy Head/EYFS lead teacher	July 2017

<p>C. Improved age related expectations for Literacy and Maths from their starting points.</p> <p>D. Increased involvement from parents and carers of children eligible for PP in their children's learning and development.</p>	<p>Alongside School Improvement Plan and Quality First approaches to Literacy and Maths we are involved in Read Manchester activities and Book Bench initiative with the National Literacy Trust.</p> <p>Parental involvement in Bookstart, various EYFS workshops, Parents Involved in Children's Learning (PICL) programme.</p>	<p>Read Manchester is a city wide initiative to engage all ages in Reading. The book bench initiative will involve parents and children including a book bench trail through the city to promote and engage families in reading.</p> <p>Working with parents to understand how their children learn and develop most effectively and how they can support them is essential and further improving children's outcomes. When parents and carers are more involved in their child's learning they make even better progress.</p>	<p>Programmes of work and support will be developed collaboratively with the staff team and parents and carers.</p> <p>Workshops are planned and facilitated throughout the school year and records kept of involvement. Learning journeys, reading records and parents evening will be used to monitor and support parental engagement.</p>	<p>Headteacher /Deputy Head/EYFS teachers</p>	<p>July 2017</p>
Total budgeted cost					£4000
iii. 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	When will you review implementation?
<p>D. Maintain good attendance rates</p>	<p>Admin allocated time to monitor pupils and follow up quickly on absences.</p>	<p>We can't improve attainment for children if they aren't actually attending school. National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Regular monitoring and action about existing absence issues.</p>	<p>Admin Officer/ Headteacher</p>	<p>July 2017</p>
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improved EYFS outcomes and narrow the gap between those eligible for PP and those not eligible.	Working with artists from Zarts through the 'Bright Sparks' programme and local musicians from RNCM to support an enriched curriculum and opportunities for children.	<p>The Impact of this funding is very positive and children have made excellent progress. Throughout the year 13 children were in receipt of this funding.</p> <ul style="list-style-type: none"> ○ In all areas of the curriculum children score higher in line and above expected levels of development than children not receiving PP. ○ The children score highest in Moving and Handling, Technology and Being Imaginative they score 83% inline and above age related expectations. ○ The largest increase between baseline and June 2016 is in Technology which was 68%. 	Staff were positive about these programmes and believe they have contributed significantly to children's progress and outcomes. We will continue these programmes next year to support and enhance an enriched curriculum and opportunities for children.	£2000
ii. Targeted support				
Desired outcome	Chosen action/approach	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
Improved communication and language skills.	We also used the funding to contribute to an additional teaching assistant in the nursery class to enable identified children receive additional support through various nurture groups as well as one to one interventions.	With 83% of children eligible for PP this was a priority to track and support with intervention. Children made exceptional progress in their communication and language skills. At the end of Nursery Class 69% of eligible children were inline and above age related expectations compared to 46% of children not eligible.	This seemed to be most effective when the focus areas were determined by teachers based on their observations of the children. We will continue this next year.	£2000