

# Pupil Premium Strategy Statement: Hillside Nursery School

1. Summary information					
School	Hillside Nursery School				
Academic Year	2018/19	Total PP budget 1 term:	£1558	Date of most recent PP Review	Autumn 2018
Total number of pupils	82	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Summer 2019

2. Current attainment				
	% at levels typical for their age Baseline 10 eligible (2 additional)	Autumn2 12 eligible	Spring2 15 eligible	Summer2
EYPP	17%	33%		
Not EYPP	31%	44%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor speech and language skills)	
A.	All aspects of Communication and Language are low on entry- need to improve oracy to close the word gap and to improve outcomes in Literacy, the World and Expressive Art and Design
B.	PSED in particular, Managing Feelings and Behaviour and Making Relationships.
C.	Limited experience of Exploring the World
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Some children need support with developing positive learning behaviours- home-school support is needed to provide consistency in behaviour management.
E.	33% of the EYPP cohort are at Level 2 and above on the Continuum of need.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved attainment and progress in all aspects of Communication and Language in order to allow children to access the wider curriculum. Measured through: <ul style="list-style-type: none"> <li>Data tracking of progress and attainment</li> <li>Intervention (Welcomm) impact reports</li> </ul>	<ul style="list-style-type: none"> <li>Eligible pupils will attain in line with their non-eligible peers.</li> <li>Eligible pupils will make at least the same rate of progress as their non-eligible peers.</li> <li>Impact reports from Welcomm will note a marked improvement</li> </ul>

	<ul style="list-style-type: none"> <li>• Key Person observations</li> <li>• Parent's voice</li> </ul>	in increased word level and use of language structures.
<b>B.</b>	<p>Improved attainment and progress in all aspects of PSED, in particularly, in managing feelings and behaviour and making relationships. Measured Through:</p> <ul style="list-style-type: none"> <li>• Data tracking of progress and attainment</li> <li>• Observations using Leuven Scales</li> <li>• Key Person observations</li> <li>• Parent's voice</li> </ul>	<ul style="list-style-type: none"> <li>• Eligible pupils will attain in line with their non eligible peers.</li> <li>• Eligible pupils will make at least the same rate of progress as their non eligible peers.</li> <li>• Use of Leuven Scales will show higher levels of well-being and involvement.</li> </ul>
<b>C.</b>	<p>Improved attainment and progress in all aspects of The World</p> <ul style="list-style-type: none"> <li>• Data tracking of progress and attainment</li> <li>• Observations using Leuven Scales</li> <li>• Key Person observations</li> </ul>	<ul style="list-style-type: none"> <li>• Eligible pupils will attain in line with their non-eligible peers.</li> <li>• Eligible pupils will make at least the same rate of progress as their non-eligible peers</li> </ul>

## 5. Planned expenditure

Academic year

2018/19

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 attainment and progress in all aspects of Communication and Language in order to allow children to access the wider curriculum.	Advice sought from qualified speech and language therapist. Staff training (SENCO) on language development strategies. Use of 'Talking and Thinking Tubs'. Key worker daily groups using language structures based on Blooms Taxonomy. Use of Philosophy for Children to extend more able children's deeper thinking.	Data trends over a number of years indicate that scores in Communication and Language are low on entry and this impacts on children's ability to develop skills in other areas of the curriculum.	Termly data analysis of attainment and progress.  Welcomm intervention evaluation  Monitoring of practitioner interactions.	Head and Teachers	Termly (Autumn 2, Spring 2, Summer 2)
B. Improved attainment and progress in all aspects of PSED, in particular, in managing feelings and behaviour and making relationships.	Resources will be purchased to further develop the 'Forest School' approach. The children will be supported by adults to work outdoors for additional sessions of Forest School. The impact of this will be documented in the Forest School Leader's observations and in their outcomes for PSED, in particular the aspects of managing feelings and behaviour and making relationships.  The Box Full of Feelings resource will be used (previously purchased using EYPP funding) to promote discussion around feelings with the children.	Data trends over a number of years indicate that PSED is low on entry and this impacts on school readiness. Early PSED has a huge impact on later well-being, learning, achievement and economic circumstances, this impacts on children's life chances. (Social Emotional Aspects of Development October 2008) A number of children who are eligible for EYPP funding have had an unsettling start to their early life and have experienced Adverse Childhood Experiences caused by the parental issues with domestic violence, substance abuse and mental health issues.	Through the use of the Early Years Target Tracker to track attainment and progress. Observations of children and staff interactions. Use of Leuven Scales will show higher levels of well-being and involvement	Head and Teachers	Termly (Autumn 2, Spring 2, Summer 2)

C. Improved attainment and progress in all aspects of The World	More opportunities to visit Forest School will be planned. Topics planned will focus on exploring the world using first hand experiences including 'Living eggs', farm visit, gardening and cooking experiences.	Data trends over a number of years indicate that scores in Communication and Language are low on entry and this impacts on children's ability to talk and think deeply about the world.  Discussion with both children and parents indicates that children are rarely taken outside their locality on visits and trips due to limited income.	Through the use of the Early Years Target Tracker to track attainment and progress. Observations of children and staff interactions.	Head and Teachers	Termly (Autumn 2, Spring 2, Summer 2)
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved attainment and progress in all aspects of Communication and Language in order to allow children to access the wider curriculum.	1:1 or small group Welcomm intervention  Targeted parents workshops  Play and Stay drop ins	Evidence from data for groups of children who consistently underperform in this area over a number of years.  Parental engagement will be vital in improving outcomes for the EYPP children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Set up Intervention files which will include data analysis at baseline and at the end of each term.  Parents views/evaluations.	Head and Teachers	Summer 2019

B. Improved attainment and progress in all aspects of PSED, in particular, in managing feelings and behaviour and making relationships	The Forest School Leader's observations and will inform tracking data for EYPP children.	Often children demonstrate more confidence in making relationships when they are playing cooperatively on projects such as den building in the outdoor environment.	Monitoring of the impact of teaching on learning by analysing individual attainment and progress data and lesson observations.  Parents views and outcomes of children's learning as a result of the approaches used.	Head and Teachers	Summer 2019
C. Improved attainment and progress in all aspects of The World	EYPP children will be provided with more time to explore first hand activities such as Living Eggs to provide opportunity to develop communication, confidence and understanding.	Providing more opportunities to visit and then revisit experiences will help to embed learning.	Monitoring the curriculum planning to ensure time and sufficient repetition is allowed so that children to reach mastery.  Parents views and outcomes of children's learning as a result of the approaches used.	Head and Teachers	Summer 2019
<b>Funding by Term</b>					
<b>Autumn</b>	<b>Spring (not received yet)</b>		<b>Summer (not received yet)</b>		
£1558	£		£		
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2017 -2018		
Funding by Term				
Autumn 2		Spring 2		Summer 2
£1558		£1399		£2377
<b>Total budgeted cost</b>				£5334
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)	
A. Improved attainment and progress in all aspects of Communication and Language in order to allow children to access the wider curriculum.	Weekly library sessions to choose books to take home.  Use of Busy Book Home Challenges linked to topics	Success criteria was met. Baseline data -% working within levels typical were as follows: Listening- 7% Understanding-15% Speaking-6% The impact can be seen in the end of year attainment data where % working within levels typical were: Listening- 72% Understanding-70% Speaking-69%	Library sessions will continue and children will be encouraged to review their book by sharing what they enjoyed /did not enjoy about it verbally. Parent library sessions will be considered.  Parents will be consulted when topics are being planned so that they can offer suggestions of activities and experiences that would support their children's interests.	Yes
B. Improved attainment and progress in all aspects of PSED, in particular, in managing feelings and behaviour and making relationships.	Key Worker timetabled circle time using Box full of Feelings  Nurture Group identified	Success criteria was met. Baseline data -% working within levels typical were as follows: Self-Confidence and Self-Awareness-9% Managing Feelings and Behaviour-4% Making Relationships- 6% The impact can be seen in the end of year attainment data where % working within levels typical were: Self-Confidence and Self-Awareness-78% Managing Feelings and Behaviour-67% Making Relationships- 72%	Box full of feelings has been effective in stimulating discussion and debate and will be continued as an intervention.  One Key Worker group is identified as the nurture group. This has provided smooth transition for our younger children and supported children with SEND.	Yes