

# **Selwyn – Pupil Premium Review: Nursery**

**For the academic year ended summer 2017**

**(as at September 2017)**



**Leading  
Learning Trust**

**Selwyn Primary School is part of the Leading Learning Trust**

<b>Total Pupils on roll</b>	
Total amount received 2016-2017	£310.05

<b>Financial year</b>	<b>Amount of Pupil Premium Funding</b>
2015/2016	£413.40

	2015-2016	2016-2017
<b>Percentage of FSM pupils eligible for Pupil Premium</b>	5% (4/78)	5.6% (3/53)
<b>Number of FSM pupils eligible for Pupil Premium</b>	4	3
<b>Number of looked after children eligible for Pupil Premium</b>	0	0

<b>Deprivation Index</b>		
2014	2015	2016
0.41 (national 0.24)	0.42 (national 0.24)	0.25 (national 0.21)
<p>The school has a deprivation indicator of 0.25 (national 0.21) which is in the second highest quintile (RoL). Although our pupil premium funding is allocated from our ever 6 free school meal numbers, it is also targeted to close achievement gaps that may be associated with high levels of social deprivation</p>		

<b>Context</b>
<ul style="list-style-type: none"> <li>• Ofsted Outstanding grading 2014</li> <li>• Sponsor Portway Primary School and academisation May 2016</li> <li>• Consistently above national and Newham averages in End of Key Stage testing</li> <li>• September 2016 – 5 new teachers including 3 NQTs</li> <li>• Changes to assessment systems – nationally and within school</li> <li>• Higher expectations/new National Curriculum 2014</li> <li>• Leaders providing consistent support and development across both schools</li> <li>• Reduced deprivation indicator as a result of changes to the IMD measures (index of multiple deprivation)</li> <li>• Resourced provision for Deaf and <a href="#">Hearing Impaired</a> pupils</li> </ul>

Main barriers to educational achievement
<p>High levels of mobility            44% FSM            36% PP            87% EAL            41 languages spoken across the school  <u>Our</u> on-entry assessment shows that attainment on entry to the Nursery classes is well below that expected nationally in all areas, but especially so in communication, language and literacy development            Social deprivation            Significant numbers of supported families            Promotion of wider opportunities/aspirations            Attendance – leave in term time, persistent absence            Inclusion of children with significant additional learning needs including 32 Deaf and Hearing Impaired pupils</p>

\*low attainers = lowest 20% / high attainers = highest 20% (*our internal Inclusion Offer includes the names of targeted children*)

## Action Plan and Review

Pupil premium used for	Target group	Rationale	Amount allocated to the intervention/ action (£)	New or continued activity or cost centre	Intended outcomes How this intervention will improve achievement for pupil eligible for pupil premium	Monitored by who and when	Results and impact July 17
Sports Development Officer (Sports Coach)	Targeted children*	SDO to work with targeted groups of children across the school (including early morning activities, lunchtimes, playtimes, weekly sensory movement programme, sensory integration for ASD pupils, gross motor	33072	Continued	To raise the aspirations of children through sport. Develop positive play for children with behaviour/engagement issues. Targeted children have higher self-esteem and engage positively with their peers.	Lesson observations Learning walks Pupil conference	ASD and HI groups have had a consistent enrichment programme throughout the year. ASD children with over reactivity have developed strategies to help them calm down. Children who are often quiet and don't want to integrate have benefitted from a child

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		skills for HI children and after school clubs). Structured games at playtime and lunchtime.			To provide enrichment opportunities. Less conflict and fairer play.		centred, one to one programme of activities which has helped them to engage with others. The introduction of playground equipment at lunchtimes has allowed children to play, become more active and engage in new activities and games with their peers. Having activities to do and knowing rules of games has ensured that arguments and general bad behaviours are less of an issue. Fair play is more evident and less children ask the SDO to help sort out problems related to games. Additional physical activity sessions for children with less confidence and those who struggle to work with peers has enabled them to have more success using their skills and activities have specifically

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							enabled more communication to take place. This has led to an increase in self-belief.
Attendance Officer	All pupils  Target group - children at risk of Persistent Absence (PA)	Rigorous and transparent procedures (monitoring attendance, first day calls weekly meetings with attendance leader, regular meetings with borough attendance officer, targeting key families, timely and <u>targeted intervention</u> )	12924	Continued	School attendance and punctuality figures increase. 16/17 attendance target 96.5% Persistent absences decrease.	Attendance data analysis	Nursery attendance 2015/16 – 89.9 % 2016/17 (1 <sup>st</sup> Sep – 4 <sup>th</sup> July) – 92.6% 2.7% INCREASE
Enabling Enterprise – Gardener	Whole school  Target intervention for Higher Level Needs children	To enrich the wider curriculum for the whole school. To experience the world of work/widen experience. To apply and extend practical skills with real life context Gardener to work with targeted groups of children across the school to develop social skills, increase	13000	Continued	To raise levels of engagement in school. Experiences and skills widened. Rates of pupil progress increases. Pupils with SEND make good or better progress from their starting points.	Pupil conference Data analysis	Every class has had the opportunity to work with the gardener on projects linked to their Understanding of the World learning.

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		independence and confidence.					
Music Teacher – 3 days per week  ECAM	Whole school  Targeted children*	Musical enrichment. Widen opportunities. Increase engagement.	22040	Continued	To raise levels of engagement in school. All pupils make good or better progress in music and the vast majority are working at age-related expectations.	Lesson observation Data analysis	Through team teaching weekly music lessons, the afternoon nursery children have developed their musicality and love of singing. They are able to sing a range of nursery rhymes and songs as well as adapting simple songs to include one another's names and feelings. They have also developed a sense of rhythm through moving to music and by playing patterns on percussion. The children have been listening to classical music and have been able to feel the pulse and speed of pieces.
Speech and language therapist  X2	Target children*	Target PP children with speech and communication needs. Develop Earliest Intervention practice. Ensure consistency from all staff in the	128076	Continued	Children within early years setting make good and better progress in early communication skills. Deaf children make good and better	Data tracking and analysis	Approximately 90% of HI pupils (without additional needs) made good or expected progress in standardised language assessments. The monitoring cycle shows

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		teaching and learning of communication skills.			progress against language goals.		clear evidence that speech and language therapy sessions are outstanding and provide high quality support to individual pupils.
Occupational Therapist	Target children*	Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide recommended programmes to be implemented at home and school which supports the child's individual needs.	16821	Continued	Children's sensory needs are met.	Pupil conference Parent feedback	As a result of a standardised handwriting screen of all KS2 pupils, tailored intervention groups have been set up to support targeted pupils. Early indications show that for the majority of pupils, this has significantly improved their handwriting skills. Individual therapy programmes and group therapy for children with HI or ASD has ensured that children have made progress towards their sensory or physical targets on their individual support plan.