

# **Portway – Pupil Premium Strategy Statement - Nursery**

**For the academic year 2017-2018**



**Leading  
Learning Trust**

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



1. Summary information					
<b>School</b>	Portway Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	Sept 16 to August 17 £906.30	<b>Date of most recent PP Review</b>	May 2017
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	May 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	High levels of mobility-lowest quintile for stability.
<b>B.</b>	39 % FSM; 61 % EAL, 51 languages spoken across school.
<b>C.</b>	Our 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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Social deprivation: school deprivation indicator 0.31 versus national of 0.21
<b>E.</b>	Significant numbers of supported families-LAC, CP, CIN, Early Help.



<b>G</b>	Attendance – leave in term time, persistent absence
<b>H</b>	Inclusion of children with significant additional learning needs

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To diminish the difference between underperforming children against national expectations.	PP to achieve and exceed age related end of year expectations.
<b>B.</b>	School attendance and punctuality figures increase Persistent absences decrease.	PP children attendance is above 96% PP children are not persistent absentees
<b>C.</b>	To raise the aspirations of disadvantaged children, including most able.	PP children participate in a wide range of clubs/enrichment opportunities.
<b>D.</b>	Children are making accelerated levels of progress as a result of intervention, including most able.	PP make more than six steps progress.



<b>5. Planned expenditure</b>					
<b>Academic year</b>	2017/2018				
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.					
<b>i. Quality of teaching for all</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>
To diminish the difference between underperforming children against national expectations. To ensure that targeted children meet age-related expectations by July 2018.	Appraisal target for all teachers. Pupil Progress and Attainment meetings-targeted children	Whole school improvement	Data analysis Lesson observations Learning walks Appraisal review	Jacqui Waine	Half termly - Pupil progress and attainment meetings
<b>Total budgeted cost</b>					NA
<b>ii.Targeted support</b>					



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?
Children within early years setting make good and better progress in early communication skills.	Speech and language therapist	To build and enhance early language development so that all pupils make good or better progress from very low starting points. To develop Earliest Intervention practice. To ensure consistency from all staff in the teaching and learning of communication skills.	<b>Data tracking and analysis</b>	£1200	Termly review
Children with SEND are making increased levels of progress towards their personalised targets.	Specialist SEN teacher	To diminish the difference between underperforming children against national expectations.	Data analysis Intervention impact Lesson observations Learning walks	£1892	Termly review
Children's sensory needs are met.	Occupational Therapist	Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide	Pupil conference Parent feedback	£400	Termly review



		recommended programmes to be implemented at home and school which supports the child's individual needs.			
Weekly PE lessons with sports coach . To increase opportunities for physical development and well-being. To raise levels of engagement in physical activity and activity levels.	PE Leader Phil Walsh	Develop positive play for children Children have higher self-esteem and engage positively with their peers.  To provide enrichment opportunities. Less conflict and fairer play. 95% children meet age-related expectations in physical development by the end of nursery	-Data analysis -Pupil conference -Lesson observation -School nurse information	£1731	Termly review
-School attendance and punctuality figures continue to increase. 17/18 attendance target 96% -Persistent absences decrease	Attendance Management and Re-engagement Officer  Whole school practice	To ensure that all pupils in nursery have good or better attendance. To ensure that all pupils develop good attendance and punctuality habits in preparation for their primary education. Attendance is monitored robustly, targeted interventions take place to reduce the attainment gap	-Attendance data analysis -Weekly newsletters	£3750	Ongoing and regular



		between our persistent absentees and the pupils who attend regularly.			
<p>Children show a love for learning and are engaged. Children's attendance is good or better .</p> <p>Pupils with SEND make good or better progress from their starting points.</p> <p>95% children meet age-related expectations in Understanding the World, Physical Development and Language and Communication by July 2018.</p>	Enabling Enterprise – Gardener	<p>To enrich the early years curriculum.</p> <p>To increase opportunities for understanding the wider world. To apply and extend practical skills with real life context.</p> <p>To develop social skills, increase independence and confidence. To enhance opportunities for sensory learning.</p> <p>To increase opportunities for enriching language development.</p>	Pupil conference Data analysis	<p>Grow your own Playground</p> <p>£600</p>	July 2018
<b>Total budgeted cost</b>					



<b>iii. Other approaches</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>
All pupils have access to uniform which has a positive impact on self esteem.	School Uniform	All PP children provided with uniform upon signing up to support their self-esteem.	-Learning walks	100	Ongoing

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				





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<b>7. Additional detail</b>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://portway.leadinglearningtrust.org">http://portway.leadinglearningtrust.org</a></p>