

# Wheelwright Lane Nursery Pupil premium strategy statement

1. Summary information			
School	Wheelwright Lane Primary School Nursery		
Academic Year	2016/17	Total PP budget	Autumn term 2016 = 4 children X £105.74 and 1 child 2Help X £247.80 = Total £670.74 Spring term 2017 ( <b>projected</b> )= 2 children X £105.74 and 1 child 2Help X £247.80 = Total £459.28 Summer term 2017 ( <b>projected</b> ) =3 children X £105.74 = Total £317.22

2. Current attainment and progress				
Child	Attainment on entry	Attainment at end	Progress at end of year (July 17)	Other children in setting
A	PSED = B22-36 PD = B22-36 C&L = B22-36			
B	PSED = S22-36 PD = D22-36 C&L = B22-36			
C	PSED = B22-36 PD = B22-36 C&L = D22-36			
D	PSED = B22-36 PD = B22-36 C&L = B22-36		Left setting Oct 16	
E	PSED = D22-36 PD = D22-36 C&L = B22-36			
F	PSED = B22-36 PD = B22-36 C&L = B22-36			

<b>3. Barriers to future attainment</b>		
<b>In-school barriers</b>		
<b>A.</b>	Poor communication and language skills, below average on entry to school. Children progressing at a slower rate than peers each year.	
<b>B.</b>	Mathematical skills are below ARE on entry. Children progressing at a slower rate than peers. Lack of opportunity to practice skills.	
<b>C.</b>	PSED skills not well-developed eg; turn taking, sharing, peer relationships.	
<b>External barriers</b>		
<b>D.</b>	Lack of parental engagement leading to poor attendance.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve communication and language skills for all children.	On entry to Nursery children will be screened using the Wellcomm materials to assess their language skills. Children will receive specific intervention to develop speech and language skills and access SALT Service quickly in order to identify specific needs.
<b>B.</b>	Improve children's mathematical skills and vocabulary and ensure rapid progress to close the gap.	All children to make at least good progress in Number and SSM and access Maths opportunities throughout the day. Parents greater understanding of how to promote maths skills at home.
<b>C.</b>	Promote and improve parental involvement and engagement: build positive relationships as early as possible, engaging families in children's learning.	High percentage of take-up of all planned meetings/events throughout the year including; termly Parent Consultation Evenings with Key Workers; family welcome sessions; family sharing sessions; curriculum days etc.
<b>D.</b>	Improve the attendance of all children, including vulnerable groups and disadvantaged children.	Parents understand the importance of regular attendance and the impact on all areas of learning.

5. Planned expenditure					
Academic year	2016/17				
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?
<b>A.</b> Improve communication and language skills for all children.	Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.	Majority of our children are not surrounded by quality talk so staff need to have a clear understanding that clear, rich and precise vocabulary is needed in all interactions. We know that enriching the quality of talk and interactions will support their learning as they progress through the school. The use of effective assessment is crucial so that each child on entry to the school has an individual assessment and the right resources/support is implemented quickly.	INSET through external support and internal subject leaders. External support through L.A. Early Years support for HT/DHT Sustained Shared Thinking INSET for EYFS staff, followed by SLT monitoring. English S/Ls to deliver INSET on enriching vocabulary and the use of different medias to promote vocabulary. Welcome Toolkit purchased for use in Nursery/Reception-staff trained. Identified CPD for all staff.	<b>HT/DHT EYFS/Nursery Leads</b>  <b>English S/Ls</b>	<b>Feb 17</b>
<b>B.</b> Improve mathematical skills for all children.	Develop staff expertise and knowledge/confidence in the delivery of Maths. Create high quality learning environment, rich in maths resources/activities to enable staff to deliver the curriculum. Share best practice through visits to other settings.	Staff CPD will enable them to plan for Maths opportunities in all areas of Nursery provision. Environment inside and outside must be rich in number and shape and space activities areas of learning. Staff will have the opportunity to visit other Outstanding settings and share best practice.	INSET through external support and internal subject leaders. External support through L.A. Early Years support for HT/DHT Identified CPD for all staff. Monitoring of impact of visits/resources etc.	<b>HT/DHT EYFS/Nursery Leads</b>  <b>Maths S/Ls</b>	<b>Mar 17</b>

<b>C. Promote and improve parental involvement and engagement</b>	Ensure that parents build strong relationships with all staff and key professionals. Improve parents' knowledge and understanding of child development and learning. Develop staff expertise, knowledge and confidence in supporting families.	Parental engagement is key to success. To make sure that the Nursery is welcoming and has an open door policy. Engaging parents to share learning with their children through; Parent Consultation termly meetings; breakfast and afternoon tea events; home visits; curriculum days; stay and play events etc. To ensure that staff are able to talk with confidence to parents and offer help and support where needed.	Fortnightly staff meetings to share concerns/insights regarding support needed for parents/families. Regular CPD for staff to build understanding of their roles in supporting families in health and well-being as well as education. EYFS and Nursery Leads to monitor training needs and report to HT.	EYFS/Nursery Leads and HT	Ongoing.
<b>Total budgeted cost</b>					£1000
<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>
Improve phonics skills in line with age related expectations	Intervention support, including 1 to 1 and small group working.	Children who can access reading/literacy materials and are regularly supported by knowledgeable adult will make rapid progress.	Nursery Manager will monitor planning and assessment and ensure that targeted support takes place daily.	Nursery Manager/EYFS Lead	Termly
Improve maths skills so that children can access the variety of maths activities on offer at age appropriate levels.	Invite parents in to share learning sessions, targeting the promotion of maths skills.	Sharing the expectations for maths with parents is crucial for them to be able to support at home. Gaining and understanding of the activities that can engage children with maths will help support parents. Hand out given to parents/carers.	Observations and assessment by all staff.	Nursery Manager/ Nursery Assistants	Ongoing
Improve PSED skills so that children can learn to share, take turns etc.	Intervention and small group work encouraging sharing and turn taking.	Ongoing assessments show less progress in this area for some children. This inhibits learning as children are less likely to learn from each other.	Games purchased specifically for sharing will be used to support. Staff use assessments to ensure that appropriate activities/games are used.	Nursery Manager/ Nursery Assistants	Ongoing
<b>Total budgeted cost</b>					£300
<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>

<p><b>D.</b> Improve the attendance of all children, including vulnerable groups and disadvantaged children.</p>	<p>Increase parental engagement and involvement so improving relationships in Nursery and developing good practice of regular attendance.</p>	<p>Children who attend regularly are more likely to succeed as they move through school. Important to establish patterns of regular attendance as normal behaviour.</p>	<p>Nursery Manager and DHT will liaise fortnightly to check on attendance. Parents will be contacted quickly if patterns of absence occur. Staff will make early contact in all absences to establish reasons and provide support, externally if required.</p>	<p>Nursery Lead and DHT</p>	<p>Half termly.</p>
<b>Total budgeted cost</b>					<p>£200</p>