

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Highfield Nursery School				
<b>Academic term</b>	2016 - 2017	<b>Total EYPP budget</b>	Autumn £445 Spring £1224 Summer	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pre-school pupils</b>		<b>Number of pupils eligible for PP</b>	Autumn 2016 4 children Spring 2017 12 children Summer 2017 (yet to be disclosed)	<b>Date for next internal review of this strategy</b>	August 2017

2. Barriers to future attainment (for pupils eligible for EYPP, 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>	Expectations for literacy and mathematical development, more challenge needed.	
<b>B.</b>		
<b>C.</b>		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Poor attendance and punctuality.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Rapid progress and attainment to be made in the areas of learning literacy and mathematical development	Improved school readiness.
<b>B.</b>	Improved attendance and punctuality, actual figures are unknown.	Increased amount of time spent at nursery, resulting in improved outcomes.
<b>C.</b>		
<b>D.</b>		

4. Planned expenditure					
Academic year	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.					
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?
Rapid and sustained progress in both aspects of literacy.	Assistant Head Teacher supernumerary to deliver extra teaching to targeted groups of children; focus on low level and high abilities. And improve quality of teaching literacy and challenge across the school.	Observations of current practice. Assessment data and tracking of childrens progress in these aspects.	Regular supervisor with assistant head and tracking children learning.	Louise Cheetham	Termly
Rapid and sustained progress in both aspects of mathematic development.	Assistant Head Teacher supernumerary to deliver extra teaching to targeted groups of children; focus on low level and high abilities. And improve quality of teaching mathematical development and challenge across the school.	Observations of current practice. Assessment data and tracking of children's progress in these aspects.	Regular supervisor with assistant head and tracking children learning.	Natalie Buksh	Termly
Improve outcomes for children in the 3 prime areas and widen their experiences.	Forest Schools	Forest school research proves this type of learning engages children well and supports progress in prime areas.	Staff trained to deliver Forest Fun. Additional staffing 1 day a week to take groups of children with a focus on those EYPP who require this.	Karen Singleton	Termly
<b>Total budgeted cost</b>					Enables assistant heads to be supernumerary
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?
Improved outcomes in speaking	Wellcomm and early Talk Boost	Improved outcomes in specific area of speaking identified	Screening and assessments	Natalie Buksh	Sept 17

<b>Total budgeted cost</b>	Enables assistant heads to be supernumerary
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**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?
Additional support to parents regarding attendance	Admin support, tracking and initial contact with parents regarding lack of attendance.  Head and assistant heads to meet with persistent low attenders and offer strategies and support.	Children who have persistently low attendance results in low levels of progress.	½ termly attendance monitoring.	Sue Conron	Sept 2017

**Total budgeted cost**

**5. Review of expenditure**

**201**

**2016- 2017 TOTAL EYPP INCOME FOR £2682**

**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
Improve attainment in all three aspects of PSED.	Resources to encourage turn taking, building relationships and expressing emotions appropriately.	Attainment levels were maintained.	Resources worked well to support attainment with PSED and will be continued into next year. We have since research quality interventions and the positive outcomes that can be seen and as a whole school we have decided to focus next year's money on purchasing Early Talk Boost and Wellcomm.	£400
Provide a range of experiences outside of nursery life.	Mobile Farm	Children language was extended beyond usual vocabulary provided in nursery environment.	This was a valuable experience, however for a one off experience it was costly.	£850

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/ap proach</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>iii. Other approaches</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>6. 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://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				