

Market Drayton Infant and Nursery School

Pupil Premium Report 2017



'An excellent, happy school where we enjoy learning.'

We value:

Respect

Independence

Communication

Enjoyment

Pupil Premium Report to Parents September 2017

Overview

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from other families. From September 2017, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt or eligible for Free School Meals (FSM) or Pupil Premium Funding; £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

In addition, there is the 'Early Years Pupil Premium' (EYPP) which is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. This is available to children who are of nursery age. Providers receive £302.10 for each eligible child who takes up the full [570 hours of state-funded early education](#) they are entitled to. This has to be applied for on a termly basis.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Market Drayton Infant and Nursery School we pride ourselves on using the Pupil Premium to support our students with a specific focus on engagement in school life, curriculum support and engaging parents.

Objectives for Pupil Premium in this School

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
4. The school will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The Headteacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

The governors' curriculum and finance committees in turn regularly and rigorously scrutinise the impact of our pupil premium spend to ensure that it is being put to best use.

Statistics

Number of pupils and amount of Pupil Premium Grant received:				
	2014-15	2015-16	2016-17	2017-18
Total number of pupils on roll	264 Reception - Year 2	266 Reception - Year 2	266 Reception-Y2	267 Reception-Y2
Total number of pupils eligible for Pupil Premium Grant	55 + 3 service children	41 +2 Service Children +2 Children adopted from care	47 +2 Service Children +6 adopted from care	49 +4 Service Children +2 adopted from care
Amount of Pupil Premium Grant received per pupil	Ever 6 FSM* £1,300 Service children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900
Total amount received	£59,400 (Provisional) £66,243 (Actual)	£58,520 (Provisional) £72,356 (Actual)	£74,040 (Actual)	£69,680 (Provisional)

*Ever 6 FSM get Pupil Premium funding even if they are no longer eligible for FSM.

Barriers to future attainment

Within each year group there are a number of pupils eligible for pupil premium and although there are some common barriers we aim to identify each pupil's unique circumstances and address these through individual provision.

Some of the main barriers for children in receipt of pupil premium are:

In-school barriers

- Social and emotional needs, so that children are not ready to learn
- Behavioural issues and needs

- Speech, communication and language needs - Market Drayton has the highest need in Shropshire
- Accessing the curriculum and closing the attainment gap
- Delay in physical development

External Barriers

- Access to extra-curricular activities
- Coming to school in the correct uniform and correctly equipped for learning
- Parents being able to afford childcare so that they are able to consider going back to work
- Parental engagement, including limited support and guidance from home
- Attendance

Strategy for using the funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

School Life:

Spent on	Aim	Impact										
Funding places on school trips/visits £1,500	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has ensured full participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding.										
Funding clubs and extra-curricular activities, including access to breakfast club £2,500	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.	<table border="1"> <thead> <tr> <th>Year</th> <th>% of pupils accessing</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>26%</td> </tr> <tr> <td>2014-15</td> <td>69%</td> </tr> <tr> <td>2015-16</td> <td>45%</td> </tr> <tr> <td>2016-17</td> <td>55%</td> </tr> </tbody> </table> <p>This shows the percentage of children who attended extra-curricular activities from Reception-Year2. The school will actively seek out parents to ensure that they are able to access extra-curricular activities and be supported in this.</p> <p>11% of children have regularly accessed breakfast club over the year. This has meant that the children are arriving on school on time and are ready to for their learning. It also gives the opportunity for parents to go back to work and all of these regular attenders are children where the parents are working.</p>	Year	% of pupils accessing	2013-14	26%	2014-15	69%	2015-16	45%	2016-17	55%
Year	% of pupils accessing											
2013-14	26%											
2014-15	69%											
2015-16	45%											
2016-17	55%											
Purchase uniform and PE kit for families £2,700	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.	All parents were offered basic uniform and PE kit at the start of the year. 100% of parents accessed this(Rec-Y2). This ensured that all children were wearing the correct uniform and were equipped for PE - an area that has traditionally been an issue.										
Pastoral Support £3,064	Funding for staff members to deliver targeted support for individual and groups of	16 children (30%) in receipt of pupil premium have accessed pastoral support. This has been one to one										

	<p>children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.</p>	<p>support from one of the pastoral staff, a counsellor or through play therapy.</p>
<p>Counsellor and Staff Training</p> <p>£1,900 Counsellor £3,000 training</p>	<p>As part of the Market Drayton Learning Partnership the school will employ a counsellor for two days a week to deliver targeted support for identified pupils.</p> <p>One member of staff will complete 'Play Therapy' training and will be ready to deliver this in school to support children in the next academic year.</p>	<p>The school has just invested in the training of one of the teachers to complete a play therapy course so that we can offer this to the children who are most vulnerable. This is a real area of need for the school and accessing this support outside of school is challenging. This will benefit our most vulnerable children, many of whom are in receipt of pupil premium. There are not currently any play therapists in the Market Drayton area and research shows that there would need to be the equivalent of five play therapists to meet the needs of children in the area. Currently the member of staff training will be the only play therapist in the area.</p> <p>5 children in receipt of pupil premium have accessed/are accessing Play Therapy or counselling to ensure that their social and emotional needs are being met so that they can be more equipped and ready to learn.</p>
<p>Behaviour Support</p> <p>£1,000</p>	<p>An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.</p>	<p>An independent behaviour consultant has worked within the school visiting at least twice per half term. Intense support has been provided for two children with a high level of need and advice on behaviour management strategies to support these children. As a result, all children are more settled into the school routine and staff have a range of strategies for supporting and managing these children in class. The children receiving support are still behind with their learning but</p>

		are now starting to make progress, as they are far more focussed and spending more time in class accessing quality first teaching. They will need to receive continued support as they move to the next year group.
Total=£15,664		

Curriculum Support:

Spent on	Aim	Impact																				
Targeted TA intervention e.g. RWInc, Maths, Phonics £20,000	Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement. All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy.	When comparing outcomes at the end of a Key Stage (End of Y2), the outcomes are compared to 'other' pupils nationally, this means the attainment of pupils who are not in receipt of Pupil Premium. End of KS1 outcomes 2017 based on teacher assessment: <table border="1" data-bbox="794 824 1422 1464"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>75% (National other 2016 79% - in line with national other)</td> <td>56% (National other 2016 70% - two children less than national other)</td> <td>69% (National other 2016 77% - one child less than national other)</td> </tr> <tr> <td>Exceeding</td> <td>19% (National other 2016 29% - one child less than national other)</td> <td>19% (National other 2016 15% - in line with national other)</td> <td>25% (National other 2016 20% - in line with national other)</td> </tr> </tbody> </table>		Reading	Writing	Maths	Expected	75% (National other 2016 79% - in line with national other)	56% (National other 2016 70% - two children less than national other)	69% (National other 2016 77% - one child less than national other)	Exceeding	19% (National other 2016 29% - one child less than national other)	19% (National other 2016 15% - in line with national other)	25% (National other 2016 20% - in line with national other)								
	Reading	Writing	Maths																			
Expected	75% (National other 2016 79% - in line with national other)	56% (National other 2016 70% - two children less than national other)	69% (National other 2016 77% - one child less than national other)																			
Exceeding	19% (National other 2016 29% - one child less than national other)	19% (National other 2016 15% - in line with national other)	25% (National other 2016 20% - in line with national other)																			
Targeted teacher intervention e.g. maths and writing. Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on	Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.	At expected levels reading attainment is in line with national 'other' and maths compares favourably to national other. There has been a slight improvement in writing attainment overall from the previous year. At the end of the Foundation Stage only 33% of pupils in receipt of Pupil Premium achieved a 'Good Level of Development' therefore the above figures show accelerated progress. <table border="1" data-bbox="794 1865 1485 1973"> <thead> <tr> <th rowspan="2">Progress</th> <th colspan="2">Emerging</th> <th colspan="2">Expected</th> <th colspan="2">Exceeding</th> </tr> <tr> <th>% Exp+</th> <th>% Exc</th> <th>% Exp+</th> <th>% Exc</th> <th>% Exp+</th> <th>% Exc</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Progress	Emerging		Expected		Exceeding		% Exp+	% Exc	% Exp+	% Exc	% Exp+	% Exc							
Progress	Emerging			Expected		Exceeding																
	% Exp+	% Exc	% Exp+	% Exc	% Exp+	% Exc																

overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. To help children reach their full potential and close the attainment gap.
£13,000

TA support within class (Part funded)
£13,500

To help children reach their full potential and close the attainment gap.

Providing small group/one to one support for the class teacher as identified on the class provision maps.

Reading	NA	NA	69% (Na 87%)	8% (Na 21%)	100% (Na 99%)	66% (Na 66%)
Writing	0% (Na 33%)	0% (Na 1%)	100% (Na 83%)	0% (Na 14%)	100% (Na 99%)	100% (Na 53%)
Maths	33% (Na 50%)	0% (Na 2%)	70% (Na 87%)	10% (Na 20%)	100% (Na 99%)	100% (Na 61%)

Na=National figures for 'other' children 2016.

The above data shows the percentage of children that made progress in each of the bands from Reception to the end of Year 2 compared to national figures.

100% of the children in receipt of pupil premium passed the phonics check by the end of Year 2 in 2017.

Year 1 Phonics Screening:

There was a 40% pass rate for children who were in receipt of Pupil Premium; this is the lowest outcome over a 4-year period. National other 2016 was 83%. 35% of the children who did not pass had a score of 23 or greater and should pass the screening with further support in year 2. 20% of the children have one to one phonics support which will carry on into Year 2. This will be a focus for next year.

EYFS outcomes:

Good Level of Development	63% (2016 Na 'other' 72%)
Reading	63% (2016 Na 'other' 80%)
Writing	63% (2016 Na 'other' 75%)
Maths	63% (2016 Na 'other' 80%)

The percentage of children in receipt of pupil premium getting a good level of development at the end of the Foundation Stage has improved over a three-year period. The outcome for writing have also improved over a three-year period. Overall reading

		attainment has shown a drop and this must be an area for focus next year.
Speech and Language Support (part funded- 50%) £6456	To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.	25% of children in receipt of pupil premium have accessed speech and language support for at least one year. Speech Language and Communication difficulties are a specific need of the children in school and we pride ourselves on effective early intervention. At least 12 other schools across Shropshire have worked with our staff, at the recommendation of the speech and language therapist to see if they can replicate similar support systems within other schools. As a result of effective early intervention nearly all of our children are off the speech and language register by the end of Year 2. In the current year 2 all of the children who received intervention are now at aged related expectations. All children in Year 2 who have had speech therapy intervention have reached aged related expectations by the end of Year 2 in all areas.
Training of staff - Talk Boost £3,000	Purchase resources for Talk Boost and have staff trained to deliver this targeted intervention from the autumn term. <i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in school by classroom teachers and assistants and provides a structured programme	Three sets of resources were purchased for Talk Boost and all of the staff received training in September 2016. Feedback from staff: staff are positive about the benefits of Talk Boost and have seen improvements in confidence demonstrated by the children involved. There have been successes with quieter members of the groups who are now more willing to speak out and are showing an increased ability to communicate with their peers when involved in shared and group activities. The phrase 'coming out of their shells' was used to describe some individuals. Of the children who accessed this in Reception, 100% achieved the expected level for all areas of communication: <ul style="list-style-type: none"> - Listening and attention - Understanding school - Speaking

	<p>that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention.</p>	<p>These are prime areas of learning that underpin the rest of the curriculum.</p> <p>In year one 38% pupils in receipt of pupil premium had Talk Boost intervention. Talk Boost focuses on:</p> <ul style="list-style-type: none"> - Understanding spoken language - Understanding and using vocabulary - Sentences - Storytelling and narrative - Social interaction <p>At the start of the programme all of the children were identified as needing targeted support. By the end of the intervention 66% had made enough progress to be deemed as 'Universal good practice needed'.</p>
<p>Kool Kidz Programme £2,200</p> <p>Total = £54,656</p>	<p>Kool Kidz Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities. This should also have an impact on handwriting.</p>	<p>The children who accessed this intervention in Reception were identified for motor control, lack of coordination, upper body strength, balance and following instructions. These areas were all crucial for the prime area of the early learning goals, 'physical development - moving and handling'. 100% of the children who had this intervention reached aged related expectations in the prime area by the end of Foundation Stage.</p> <p>In year one 26% of children in receipt of pupil premium accessed Kool Kidz. All of the children had made improvement in their assessment scores over the course of the intervention.</p> <p><i>"...improved in all areas, confidence has grown, participation in group activities. Enjoys taking part in circuit training and Friday Fitness Workout. Remove from register but review if required."</i></p>

Engaging Parents:

Spent on	Aim	
<p>Understanding Your Child (Parenting Course - Solihull Approach - part funded)</p> <p>£1,000</p>	<p>10-week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p> <p>For all children starting in Reception a two-hour workshop 'Understanding Your Child' as part of the induction process. This will help equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development.</p>	<p>100% of parents of children in reception classes attended a two-hour workshop at the start of the year to give a basis introduction about child development. Following this 24% of parents whose child was in receipt of pupil premium attended the understanding your child course. This had really positive feedback from parents.</p> <p><i>"...understanding how my child feels when they are upset has helped me stay calm and with challenges in a different and more effective way. I have noticed since starting ...family life is much calmer and I am able to understand more about different emotions."</i></p> <p><i>"I have learned how to word things different and be more observing on how I approach and deal with situations. I have learned simple but effective techniques. I'm more observant of my child and why they may be having a problem, I also feel much calmer."</i></p> <p><i>"...a different way of dealing with situations and avoiding conflict where possible. This course has been very helpful and has made positive results in the relationship I have with my child, before this course we would avoid each other where possible because we would argue all the time and now we talk more, get on better when we are together, so we are now in a much better place."</i></p>
<p>Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)</p> <p>£500</p>	<p>Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>	<p>Literacy courses were delivered in the autumn term for all classes from reception to year two. These involved phonics, storytelling and spelling and grammar workshops. In the spring term maths workshops were delivered across the whole of the school. Out of the total number of attendances for all of these 81% of the parents attended the workshops with their</p>

		<p>child. The feedback from these is positive.</p> <p><i>"(I learned) how my child learns phonics at school and gives me a better understanding at home."</i></p> <p><i>"I learned how to understand the homework given, making more sense about how to build stories."</i></p> <p><i>"I have enjoyed learning what my child is doing in spelling and grammar. I feel more confident with being able to help them at home now."</i></p> <p><i>"I enjoyed seeing how different methods are being used to work out and solve problems (in maths)."</i></p>
--	--	--

Grand total=£74,820

Summary

Through the school's self-evaluation process evidence suggests that the intervention strategies have been very successful and that they have had a very positive impact on the emotional health and well-being, progress, standards and achievement of those pupils entitled to the additional funds.

Action Plan for 2017-18

School Life:

Spent on	Aim
Funding places on school trips/visits £1,500	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.
Funding clubs and extra-curricular activities, including access to breakfast club £2,500	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.
Purchase uniform and PE kit for families £3,000	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.
Pastoral Support £3,070	Funding for staff members to deliver targeted support for individual and groups of children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.
Staff training - Play Therapy training £3,700	One member of staff will complete 'Play Therapy' training and will continue to deliver this in school on a weekly basis to target children in receipt of pupil premium.
Behaviour Support £1,000	An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.

Attendance Support

:

2015-16 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	%	19%	27%	54%
2016-17 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	95.49%	7%	25%	68%

Data shows an improvement in 2016-17. 70% of the children improved their attendance from the previous year. 24% by 4% or greater. Administrator in charge of attendance to continue to monitor attendance and work with the Education Welfare Officer (EWO) to look at attendance of children in receipt of pupil premium. Arrange parent meetings with these parents using structured conversations.

Total=£14,770

Curriculum Support:

Spent on	Aim
<p>Targeted TA intervention e.g. RWInc, Maths, Phonics, Talk Boost. £5,000</p>	<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs to help them make improved progress and to raise their standards of achievement.</p> <p><i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in school by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy.</p>
<p>Achievement for All £5,950</p>	<p>Achievement for all is a coaching for under achievement programme that focuses on four areas:</p> <ul style="list-style-type: none"> - Teaching and Learning - Wider outcomes e.g. transition, extra-curricular activities, behaviour - Leadership and management - Parental Engagement <p>A needs analysis is completed in respect of the above, including looking at current data. From this the school will have two years' worth of coaching to include a set of modules which can be delivered to staff and support for staff. It includes whole school CPD (Continued Professional Development) and closing the gap in reading, writing and maths.</p>

Targeted teacher and HLTA intervention e.g. Literacy and numeracy £34,031	Providing small group work for pupils entitled to PP funding with an experienced teacher/HLTA focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. To help children reach their full potential and close the attainment gap.
Speech and Language Support (part funded) £6,500	To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.
Kool Kidz Programme £2,200	Kool Kidz Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities. This should also have an impact on handwriting.
Total=£53,681	

Engaging Parents:

Spent on	Aim
Understanding Your Child (Parenting Course - Solihull Approach - part funded) £1,000	10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend. For all children starting in Reception a two hour workshop 'Understanding Your Child' as part of the induction process. This will help equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development.
Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)	Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home.

£500	Aim for 100% uptake of parents of children eligible for Pupil Premium.
Total=£1,500 Grand Total=£69,951	

More detailed information sits behind this report for the governing body so that they can hold the school to account in relation to Pupil Premium. This includes:

- Detailed budget information
- More in-depth analysis of outcomes for Foundation Stage, Phonics Screening and end of KS1 assessments
- Anonymous case studies related to individual children

Early Years Pupil Premium

The early years pupil premium (EYPP), is for early years providers who are delivering the funding entitlement for 3- and 4-year-olds. The funding equates to up to £300 extra per year for each disadvantaged child who meets the eligibility criteria.

The funding has to be applied for on a termly basis and the school has received a total of £7,036 over the course of the academic year. The school has worked very hard to ensure that as many people entitled to this has increased. 36 children in the nursery age range have been in receipt of pupil premium for at least one term during the academic year.

Spent on	Aim	Impact
Funding places on school trips/visits £100	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has ensured full participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding for a visit to the farm.
Targeted teacher intervention/ Targeted TA intervention As identified by the nursery teachers £4,351	Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement. All our work through the pupil premium will be aimed at accelerating progress	A TA was employed to support intervention by releasing the teacher or delivering themselves one to one and small group work as identified by the nursery teacher. Main Nursery: 23 children had accessed pupil premium over the year. Most of these children were working in the 22-36 age band at the start of the year.

	<p>moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy. In the case of nursery aged children this will be to help ensure that the number of children entering school 'school ready' increases - i.e. working at the start of the 40-60 age bands (40-60L).</p>	<p>The percentage leaving 'school ready' i.e. 40-60L were:</p> <table border="1" data-bbox="895 188 1479 551"> <thead> <tr> <th>Area of learning</th> <th>Percentage at 40-60L</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>53%</td> </tr> <tr> <td>Number</td> <td>63%</td> </tr> <tr> <td>Shape, space and measure</td> <td>63%</td> </tr> <tr> <td>40-60L all areas</td> <td>53%</td> </tr> </tbody> </table> <p>Satellite Nursery: 13 Children had accessed early years' pupil premium by the end of the year. 7 of the children are at current nursery age.</p> <table border="1" data-bbox="895 819 1479 1182"> <thead> <tr> <th>Area of learning</th> <th>Percentage at 40-60L</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> </tr> <tr> <td>Writing</td> <td>100%</td> </tr> <tr> <td>Number</td> <td>86%</td> </tr> <tr> <td>Shape, space and measure</td> <td>86%</td> </tr> <tr> <td>40-60L all areas</td> <td>86%</td> </tr> </tbody> </table>	Area of learning	Percentage at 40-60L	Reading	53%	Writing	53%	Number	63%	Shape, space and measure	63%	40-60L all areas	53%	Area of learning	Percentage at 40-60L	Reading	86%	Writing	100%	Number	86%	Shape, space and measure	86%	40-60L all areas	86%
Area of learning	Percentage at 40-60L																									
Reading	53%																									
Writing	53%																									
Number	63%																									
Shape, space and measure	63%																									
40-60L all areas	53%																									
Area of learning	Percentage at 40-60L																									
Reading	86%																									
Writing	100%																									
Number	86%																									
Shape, space and measure	86%																									
40-60L all areas	86%																									
<p>Speech and Language Support (part funded) £2,585</p>	<p>To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p>	<p>15 of these children have received speech and language input. 9 have been removed from the register following early intervention and their speech and language development is now on track for age related expectations. 5 of the children have been referred to the speech therapist and are receiving more targeted support. This shows the impact of that early intervention and children being ready for school.</p>																								

For the early years' pupil premium spend 2017-18, the targeted intervention will be very similar to those above as the needs of the pupils are the same.