

Fullbrook Nursery School Early Years Pupil premium Strategy Sept 2015-July 2016

1. Summary information					
Total number of pupils	100 (96 Applied)	Number of pupils eligible for EYPP	17	Total EYPP budget	£5100
EYPP Co-ordinator	Mrs Flinders (Deputy Head Teacher)		Date for next internal review of this strategy	June 2016	

2. Current attainment		
Baseline assessment - age expected level emerging 30-50 months	Pupils eligible for PP (your school)	Pupils not eligible for EYPP
% achieving age expected levels on entry in Communication and Language	31%	20%
% achieving age expected levels on entry in Physical	38%	34%
% achieving age expected levels on entry in Personal, Social and Emotional	25%	20%
% achieving age expected levels on entry in Literacy	19%	23%
% achieving age expected levels on entry in Maths	19%	26%
% achieving age expected levels on entry in Understanding the World	19%	9%

3. Barriers to future attainment (for pupils eligible for EYPP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills, mathematical knowledge)	
A.	Communication and language delay- those children who have been identified as being at risk of language delay due to the significant gaps between them and their peers. For some of these children having English as an additional language is presenting as a temporary barrier.
B.	There are a group of pupil premium children who share a common thread of below age expected scores; they have been identified as being at risk of delay in communication /language, Self-awareness and Understanding of the World. Specifically in being able to use longer phrases, make comments and ask questions about the world around them.
C.	Literacy– understanding of story structure and story language (<i>more able extension group</i>) Mathematical language and understanding of more experienced concepts (<i>more able extension group</i>)

External barriers (<i>issues which also require action outside school, such as Parental Engagement, SEN, Speech and Language referrals</i>)		
D.	Parental engagement in terms of attendance and knowledge in order to support speech development and inquiry skills.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Assessment data (EYFS development matters / ECAT) shows accelerated progress towards attaining age expected levels for communication and language and reduction in risk of delay.	To be secure at 30-50 months when starting from 22-36months, to be emerging 40-60 months is starting in 30-50months, within communication and language development.
B.	Children are able to comment and ask questions about the world around them; demonstrating increased self-confidence, knowledge of the world and skills in using language to voice their thinking. Progress measured using EYFS development matters assessment profile scores when compared to baseline attainment.	To be secure at 30-50 months when starting from 22-36months, to be emerging 40-60 months is starting in 30-50months.
C.	More able pupils are able to demonstrate increased knowledge of story language and structure. More able pupils are able to demonstrate their understanding of mathematical language and understanding of more experienced concepts. Progress measured using EYFS development matters assessment profile scores when compared to baseline attainment. These achievements are above the majority of non-eligible EYPP pupils and demonstrate accelerated learning from lower baseline scores.	To be emerging 40-60 months in Literacy To be emerging 40-60 months in Mathematics
D.	Parents are able to demonstrate their knowledge in using different language strategies to support their child's communication and language development. Impact measured from observations of parent interaction throughout the project, parental feedback and parental attendance.	High levels of parent participation in the project, positive comments on evaluation, resulting in accelerated progress made by their children.

5. Planned expenditure	
Academic year	2015/16 - £4,997
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve teaching pedagogy, provide targeted support and parental capacity to support.	
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?
To improve quality of adult and child interaction to deepen learning	SSTEW (Sustained Shared Thinking and Emotional Wellbeing Audit tool) Training and discussion	Research based audit tool, identifying the key skills for quality adult-child interactions.	AF to receive training in the tool Use as a basis for staff discussion around current practice To create an action plan post audit.	AF + all staff	June 2016
Total budgeted cost					£250
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?
To be able to comment on and ask questions about the world around them.	Talk around Town Project (parent accompanied visits and photo scrapbooking)	Baseline data identifies commenting and questions as a week area. Using research based interaction/language support strategies, and interpreting and applying them to make them accessible to parents. Trips to	Local trips booked to access places families can return to, 6 trips to support sustained change, using research based interaction/language support strategies.	AF + Key worker	July 2016
To be able to understand and use language at age expected levels.	1:1 Targeted Speech and Language Therapy support.	Baseline data, including ECAT, identifies language development to be below age expected levels.	10 sessions with identified EYPP children, parental feedback given including strategies. Qualified Speech and Language Therapist.	Independent Therapist Emily Nicholls	July 2016
To be able to use mathematical language to problem solve, to use technology to support this development.	Mathematical Technology project	Baseline data identifies mathematical language as key area of need for the more able EYPP children.	Twice weekly session to plan and deliver an Easter party and trip to the farm for EYPP children. Children to use technology to research ideas. Quality teaching and trip/party to motivate.	AF	July 2016
To be able to use knowledge of story language and structure to create a story book.	Story Book Creation project	Baseline data identifies Literacy story language and structure as key areas of need for the more able EYPP children	Trip to forest Stickman trail to motivate and provide a knowledge base. Quality teaching and parental involvement.	AF	July 2016
Total budgeted cost					£4,400

iii. Parental Engagement (Research evidences, parental engagement improves attainment for children and makes progress more sustainable)					
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?
Parents are able to use a range of strategies to support their child's language development such as commenting, questioning, and modelling.	Talk around Town project (parent accompanied visits and photo scrapbooking)	To engage parents in developing their knowledge/skills to support their language development. Copy of their Talk Around Town scrapbook, to take home and allow children/parents to revisit strategies to support language development. .	A range of well organised trips, booked with prior agreement of parents.	AF	(included above)
To be able support mathematical language development through reading the story created.	Story Café – sharing time.	Sharing children's learning and achievement. Copy of their story book to take home and allow children to revisit learning.	Prior agreement from parents. Attraction of free resources to support mathematical development in the home.	AF	(included above)
To better understand their child's level of language and use given strategies to support is development.	Speech Therapy report and 1:1 consultation	Baseline data, including ECAT, identifies language development to be below age expected levels.	1:1 session with therapist to ensure quality discussion and support.	Independent Speech and Language Therapist	(included above)
Total budgeted cost					

6. Evaluation of expenditure and impact

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

To improve quality of adult and child interaction to deepen learning	SSTEW (Sustained Shared Thinking and Emotional Wellbeing Audit tool)	Monitoring of teaching and learning identified more consistency across teaching staff. Audit tool supported detailed discussions around each element. Further training noted on strategies to support learning.	Use to inform monitoring and professional development, to support identified staff.	£250
ii. Targeted support				
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
To be able to comment on and ask questions about the world around them.	Talk around Town project (parent accompanied visits and photo scrapbooking)	All children's assessment data show accelerated progress (+4 points) in language skills, self-awareness and Understand the World and therefore a reduction in risk of delay. Positive feedback from parents received during the end of project evaluation. All ch. score of 4 on the Ferre Leuven Scale. EYPP 69% Non-EYPP 59% 40-60mths understanding the World.	Parents and children really enjoyed the trips, scrapbook support language strategies to use in the home. Impact shown in data, evidence to support using this project again.	1,790
To be able to understand and use language at age expected levels.	1:1 Targeted Speech and Language Therapy support.	All children's assessment data show accelerated progress (+4 points) in language skills. EYPP 62% Non-EYPP 63% 40-60mths Communication and Language	Staff showed interest in WellComm screening and planning tool used by Therapist, use next years EYPP money to invest in training for all Key Workers, sustainable approach to repeating this intervention 'in house' as part of continuous provision.	£2500
To be able to use mathematical language to problem solve, to use technology to support this development.	Mathematical Technology project	All children's assessment data shows accelerated progress (+4 points) in mathematical number skills and technology EYPP 69% Non-EYPP 61% 40-60mths Mathematics	Positive comments about the trip and children's rate of progress. Children's attendance to nursery sessions impacted on the number of teaching sessions children were present for. Higher attendance for offsite visits.	£310
To be able to use knowledge of story language and structure to create a story book.	Story Book Creation project	All children's assessment data shows a significant improvement literacy skills and reduction in risk of delay. Positive feedback from parents received during the end of project sharing session. All children except 1 achieved at least 40-60 mths emerging. All children made accelerated progress. EYPP 69% Non-EYPP 61% 40-60mths Literacy	Children and parents really valued the published book to take home. Positive comments about the trip and children's rate of progress. Use published books again to create a quality take home resource.	£397

iii. Parental Engagement

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
Parents are able to use a range of strategies to support their child's language development such as commenting,	Talk around Town project (parent accompanied visits and photo scrapbooking)	Positive feedback and attendance from parents received during the end of project evaluation. All ch. score of 4 on the Ferre Leuven Scale. EYPP 69% Non-EYPP 59% attained 40-60mths Understanding the World.	Parents enjoyed trips, good engagement continue to use as a possible approach.	Included above
To be able support mathematical language development through reading the story created.	Story Café – sharing time.	Positive feedback and attendance from parents received during the end of project evaluation EYPP 69% Non-EYPP 61% 40-60mths Mathematics	High attendance to sharing assembly, good opportunity to seek feedback from parents. Continue with a final sharing session for EYPP projects.	Included above
To better understand their child's level of language and use given strategies to support is development.	Speech Therapy report and 1:1 consultation	All parents seen 1:1 for verbal feedback and talk through of report detailing strategies for home. All children except 1 achieved at least 40-60 mths emerging. All children made accelerated progress. EYPP 69% Non-EYPP 61% 40-60mths Literacy	High attendance to sharing assembly, good opportunity to seek feedback from parents. I also demonstrated sharing the story book. Continue with a final sharing session for EYPP projects.	Included above