

# Fullbrook Nursery School Early Years Pupil premium Strategy Sept 2016-July 2017

1. Summary information					
Total number of pupils	100 (95)	Number of pupils eligible for EYPP	15	Total EYPP Budget	£4,500
EYPP Co-ordinator	Mrs Flinders (Head Teacher)		Date for next internal review of this strategy	June 2017	

2. Current attainment		
Baseline assessment - age expected level emerging 30-50 months	<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>
% achieving age expected levels on entry in Communication and Language	40% (6)	30% (20)
% achieving age expected levels on entry in Physical	40%(6)	46% (28)
% achieving age expected levels on entry in Personal, Social and Emotional	46% (7)	42% (26)
% achieving age expected levels on entry in Maths	13% (3)	24%(15)
% achieving age expected levels on entry in Understanding the World	13% (3)	21%(13)

### 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* )

<b>A.</b>	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>B.</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 Mathematics and Understanding of the World. Specifically in being able to use mathematical language, make comments and ask questions about the world around them. ( <i>more able extension group</i> )
<b>C.</b>	3 children out of the 17 have significant SEND, this development delay presents barriers to their learning in line with their peers.

#### External barriers (*issues which also require action outside school, such as Parental Engagement, SEN needs, Speech and Language referrals*)

<b>D.</b>	Parental engagement in terms of attendance and knowledge/skills of how to support their child's speech development, SEN needs, mathematical language development and questioning skills.
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<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Assessment data (EYFS development matters /WellComm) 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>B.</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.
<b>C.</b>	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
<b>D.</b>	Parents are able to support their child's language development through engaging in the Talk Boost Programme and Wellcomm activities. Impact measured from observations of parent interaction throughout the project, parental feedback and parental attendance at sharing sessions.	High levels of parent participation in the project, positive comments on evaluation, resulting in accelerated progress made by their children.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016-17 £4280</b>				
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 be able to understand and use language at age expected levels.	WellComm Screening and intervention Tool	WellComm is an evidenced based language intervention tool. Increase teachers knowledge of language development and support strategies. Sustained investment.	All key workers to be trained by a qualified therapist, AF to monitor teaching.	All Key Workers	4 Assessment points to measure progress and impact of intervention.
<b>Total budgeted cost</b>					£600
<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>
To be able to understand and use language at age expected levels.	Talk Boost Training and intervention groups	ICAN developed Talk Boost programme, evidence based impact shown. Small group intervention to target EYPP children.	Weekly programme planned and delivered, quality monitored by AF.	PR CH	4 Assessment points to measure progress and impact of intervention.
To be able to communicate verbally / nonverbal to express own preferences. To begin to offer social communication with peers.	To provide experiences and resources to stimulate/motivate communication for SEN group.	Three children with significant communication needs. Very low baselines scores. Trips and resources used to stimulate senses and motivate communication.	AF to organise trips SEN team to research and implement sensory experiences through an intervention group.	AF SH SH CH	July 2017
To be able to use mathematical language to problem solve, To be able to comment on and question the world around them.	Forest school approach evidenced to stimulate communication. Support more able in challenging activities such as den building, fire building etc,	Baseline data identifies mathematical language and Understanding the world as key areas of need for the more able EYPP children. Forest School is a research based intervention. A sustainable investment in supporting children's understanding of the world within nursery with the creation of an allotment.	Specialist Leader of Education commissioned to lead the group, paired by two staff to support their CPD and make sustainable improvements to the quality of teaching and learning for all.	AF SB NH	July 2017
<b>Total budgeted cost</b>					£3,680
<b>iii. Parental Engagement</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>

For parents to be able to use Talk Boost resources to support their child's language development	Talk Boost Parent workshop and weekly take home resources.	ICAN developed Talk Boost programme, evidence based impact shown. Small group intervention to target EYPP children.	AF to deliver parent workshop. Training delivered by an accredited trainer. Weekly programme planned and delivered, quality monitored by AF.	AF PR CH	4 Assessment points to measure progress and impact of intervention.
To be able to communicate verbally / nonverbal to express own preferences.	Makaton training level 1 and 2 for parents.	Evidence based nonverbal communication used to support language development. Supporting parental skills for a sustainable impact on children's development.	Training to be delivered by Speech and Language therapists.	AF	July 2017
To be able to support their child in using mathematical language and questioning skills.	Parents session in the newly created allotment, support children creating and planting.	Parental involvement to support sustainable progress for children.	Specialist Leader of Education commissioned to lead the group.	AF NH SB	July 2017
<b>Total budgeted cost</b>					<b>Included above.</b>

## 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 be able to understand and use language at age expected levels.	WellComm Screening and intervention Tool	Significant progress made by all children, except for 1 with exceptional circumstances. On average they closed the gap to their age expected scores by 8 months. Two children closed the gap by 18months, 3 by 9months. 71% on track GLD as opposed to 69% of non-eligible EYPP	Continue to use WellComm as a screening, intervention and planning tool. Embed into practice further.	£600

### 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 understand and use language at age expected levels.	Talk Boost Training and intervention groups	9 EYPP children received Early Talk Boost, 6 closed the gap and are on track for GDL and reached age expected communication goals (66%). 3 remained just below, but closed the gap significantly.	Continue to use as an intervention across the year, for EYPP children and others at risk. Invest in more parent share books.	500
To be able to communicate verbally / nonverbal to express own preferences. To begin to offer social communication with peers.	To provide experiences and resources to stimulate/motivate communication for SEN group.	3 children made significant progress 1 had more complex needs resulting in slower progress.	Use enrichment trips to stimulate talk, if EYPP are identified a having SEN.	250
To be able to use mathematical language to problem solve, To be able to comment on and question the world around them.	Forest school approach evidenced to stimulate communication. Support more able in challenging activities such as	Wellbeing improved from an average of to Involvement improved from an average of to Maths – 9 children reached age expected outcome and are on track. Three children made slower progress.	Look to use Forest school approaches to support more able EYPP children in Maths and Communication, use the knowledge gained by staff to deliver the intervention to lower costs.	3000
<b>iii. Parental Engagement</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>
For parents to be able to use Talk Boost resources to support their child's language development	Talk Boost Parent workshop and weekly take home resources.	All parents attended workshop on Early Talk Boost, children took and books home weekly. Parents supported learning at home.	Continue to use as an intervention across the year, for EYPP children and others at risk. Invest in more parent share books.	Included above
To be able to communicate verbally / nonverbal to express own preferences.	Makaton training level 1 and 2 for parents.	SALT not able to provide training due to low numbers. Parents supported by staff, showing parents a weekly new sign to learn.	Consider arranging training based on needs and numbers.	Free

<p>To be able to support their child in using mathematical language and questioning skills.</p>	<p>Parents session in the newly created allotment, support children creating and planting.</p>	<p>All parents attended Allotment Opening Party, They provided very positive feedback on the progress and involvement of their children in the project.</p>	<p>Continue engage parents in active learning approach such as a parties.</p>	<p>Included above</p>
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