

Fullbrook Nursery School Early Years Pupil premium Strategy Sept 2017-July 2018

1. Summary information					
Total number of pupils	100 (95)	Number of pupils eligible for EYPP	17	Total EYPP Budget	£5,100
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		35% (6)		20% (13)	
% achieving age expected levels on entry in Physical		35%(6)		36% (23)	
% achieving age expected levels on entry in Personal, Social and Emotional		41% (7)		30% (19)	
% achieving age expected levels on entry in Maths		18% (3)		19%(12)	
% achieving age expected levels on entry in Literacy		18%(3)		19% (12)	
% achieving age expected levels on entry in Understanding the World		18% (3)		19% (12)	
3. Barriers to future attainment (for pupils eligible for EYPP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills, mathematical knowledge</i>)					
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 is a group of more able pupil premium children who are on track for their prime areas of learning, but are at risk of delay in the specific areas of Literacy, Mathematics and Understanding of the World. Specifically in being able to use mathematical language, recall stories and ask questions about the world around them. (<i>more able extension group</i>)				
C.	4 children out of the 17 have special educational needs. These development difficulties with communication, behaviour and physical needs present as barriers to their learning in line with their peers.				
External barriers (<i>issues which also require action outside school, such as Parental Engagement, SEN needs, Speech and Language referrals</i>)					
D.	Parental engagement in terms of attendance and knowledge/skills of how to support their child's speech development, SEN needs, mathematical language development, literacy skills and questioning skills.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	

A.	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.	More able pupils are able to demonstrate their understanding of mathematical language and understanding of more experienced concepts. More able pupils are able to demonstrate at least age expected literacy skills. 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
C.	To be able to socially interact with their peers and initiate communication. To be able to hold a simple turn taking conversation about a motivating topic. To be able to overcome their barriers to learning by accessing a sensory based curriculum.	Small step progress within the EYFS development matters and Wellcom assessments.
D.	Parents are able to support their child's language development through engaging in the Early 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.

5. Planned expenditure

Academic year

2017-18 £5,100

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?
To continue to develop Wellcomm as planning tool for targeted intervention.	WellComm Screening and intervention Tool	WellComm is an evidenced based language intervention tools. Increase teachers knowledge of language development and support strategies. Sustained investment.	All key workers to contribute to creating a planning tool and sourcing resources to support delivery, AF to monitor teaching.		4 Assessment points to measure progress and impact of intervention.
Total budgeted cost					£210

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 understand and use language at age expected levels.	Early Talk Boost 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 sensory experiences and resources to stimulate/motivate communication for SEN group.	Four 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 2018
To be able to use mathematical language to problem solve, To be able to comment on why and how things work	Wood work project to offer a new and highly motivating experience. Evidence based impact on boys learning and providing a meaningful context for maths	Baseline data identifies mathematical language and Understanding the world as key areas of need for the more able EYPP children. A sustainable investment in supporting children's understanding of the world within nursery with the creation of a woodworking area and curriculum.	Specialist Leader of Education commissioned to lead the EYPP group and work directly with children, paired with two staff to support their CPD and make sustainable improvements to the quality of teaching and learning for all.	AF SB NH	July 2018
To be able to recall stories using story language, events, characters and settings.	To provide meaningful contexts to experience stories.	Baseline data identifies literacy as key areas of need for the more able EYPP children. Especially as they are more at risk of delay in this areas later on. Role play experiences for children to 'live' the stories and retell them.	Monitor progress through assessment data, looking for accelerated progress.	DB AF	July 2018
Total budgeted cost					£ 4,890
iii. Parental Engagement					
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?

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.	DB to deliver parent workshop. Parent evaluations to help measure implementation and impact.	DB	At each of the 4 Assessment points to measure progress and impact of intervention.
To be able to support their child's literacy skills development.	Furnishing the home learning environment with quality story texts. Providing literacy experiences for child and parent to share	Research evidence demonstrates that learning is sustainable when parent's knowledge and attitudes are supported.	AF to support Lead teacher in organising and reflecting on literacy experiences provided.	DB AF	At each of the 4 Assessment points to measure progress and impact of intervention.
To be able to support their child in using mathematical language and questioning skills.	Parent sharing session to showcase wood work skills and creations.	Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home.	Specialist Leader of Education commissioned to lead the group.	AF NH SB	At each of the 4 Assessment points to measure progress and impact of intervention.
Total budgeted cost					Included above.

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 continue to develop Wellcomm as planning tool for targeted intervention.	WellComm Screening and intervention Tool	All children made excellent progress of at least 4 points. Some starting at very low baselines. Children achieved 30-50 months secure when starting from within 22-36months. Those children on track at baseline exceeded age rated progress to reach developing 40-60 months on exit.	Continue as an effective early intervention screening, planning and teaching tool.	210

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.	Early Talk Boost intervention groups	All children made excellent progress of at least 4 points. Some starting at very low baselines. Children achieved 30-50 months secure when starting from within 22-36months. Those children on track at baseline exceeded age rated progress to reach developing 40-60 months on exit.	Continue with the intervention.	£50
To be able to communicate verbally / nonverbal to express own preferences. To begin to offer social communication with peers.	To provide sensory experiences and resources to stimulate/motivate communication for SEN group.	Targeted EYPP SEN intervention resulted in all children using verbal communication after making exceptional progress from very low starting points. PSE progress evidence the impact on the children's socialisation skills.	Continue and enhance SEN interventions.	£-
To be able to use mathematical language to problem solve, To be able to comment on why and how things work	Wood work project to offer a new and highly motivating experience. Evidence based impact on boys learning and providing a	More able children exceeded age related expectations by attaining 40-60 developing in Maths. Others made better than good progress as they started from lower starting points.	Continue Woodworking as part of the enhanced provision.	£500
To be able to recall stories using story language, events, characters and settings.	To provide meaningful contexts to experience stories.	All children made at least good progress, majority made better than expected progress from individual starting points.	Using trips to enhance learning for vulnerable groups will continue to meet learning needs identified.	£-

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
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 children made excellent progress of at least 4 points. Some starting at very low baselines. Children achieved 30-50 months secure when starting from within 22-36months. Those children on track at baseline exceeded age rated progress to reach developing 40-60 months on exit.	Targeted talk boost intervention will continue.	£50

To be able to support their child's literacy skills development.	Furnishing the home learning environment with quality story texts. Providing literacy	Family Story stars very well received all children reaching at least level 3 (90 books shared)	Continue as a whole setting parent intervention.	£250
To be able to support their child in using mathematical language and questioning skills.	Parent sharing session to showcase wood work skills and creations.	More able children exceeded age related expectations by attaining 40-60 developing in Maths. Others made better than good progress as they started from lower starting points.	Continue Woodworking as part of the enhanced provision, involving parents termly. .	£500