

Fullbrook Nursery School Early Years Pupil Premium Strategy Sept 2018-July 2019

1. Summary information					
Total number of pupils	100 (86)	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 2020	
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		23% (4)		35% (24)	
% achieving age expected levels on entry in Physical		35%(6)		35% (24)	
% achieving age expected levels on entry in Personal, Social and Emotional		29% (5)		30% (19)	
% achieving age expected levels on entry in Maths		5% (1)		13%(9)	
% achieving age expected levels on entry in Literacy		0%(0)		13% (9)	
% achieving age expected levels on entry in Understanding the World		18% (3)		13% (9)	
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. Parents to be able to support their child's early phonics through engagement with the phonics workshops, home learning tasks and using phonics resources at home to support this. Parents to attend educational visit to support extending language and vocabulary.	High levels of parent participation in the project, positive comments on evaluation, resulting in accelerated progress made by their children. Attendance at workshops. Attendance on educational visit.

5. Planned expenditure

Academic year

2018-19 £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 2019
Support joint attention and verbal communication Story book to support communication with parents	Donkey Therapy sessions and take-home resource	Donkey Therapy – proven strategy to support joint attention and communication for SEN children. 5 visits over the spring term.	Monitor the impact of trip and measure children’s levels of engagement.	AF SH SH CH	July 2019
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 DB NH	July 2019
Total budgeted cost					£ 3,690
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.	Educational visit to Think Tank to promote quality conversations and discussion	Research evidence demonstrates that learning is sustainable when parent's knowledge and attitudes are supported.	DB to organise and reflect upon 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 early phonics strategies and resources.	Parent workshop for phase 1 and 2 letters and sounds. Home learning sheets and phonics resources to take home	Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home.	DB to organise and reflect upon literacy experiences provided.	AF DB	At each of the 4 Assessment points to measure progress and impact of intervention.
Total budgeted cost					£1,200

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.	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.	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	Children working at 22-36 achieved 40-60 emerging in Maths. Others made better than good progress as they started from lower starting points.	Continue Woodworking as part of the enhanced provision.	£500

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 development 40-60 months secure	Targeted talk boost intervention will continue.	£50
To be able to support their child's literacy skills development.	Educational visit to Think Tank to promote quality conversations and discussion	High attendance of parents with children on the visit. The play village was an especially beneficial in raising parent awareness of supporting language through play with their child.	Another visit to play village would benefit parental awareness of language in play.	£250

<p>To be able to support their child in using early phonics strategies and resources.</p>	<p>Parent workshop for phase 1 and 2 letters and sounds. Home learning sheets and phonics resources to take home</p>	<p>High attendance of parents for workshops and engagement with home learning tasks. Parent feedback resources very helpful.</p>	<p>To continue to provide phonic resources to support home learning. To use marvellous me to support home learning.</p>	<p>£250</p>
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