

Fullbrook Nursery School Early Years Pupil Premium Strategy Sept 2019- Jul 2020

| 1. Summary information | | | | | |
|------------------------|-----------|------------------------------------|--|-------------------|--------|
| Total number of pupils | 72 | Number of pupils eligible for EYPP | 15 | Total EYPP Budget | £4,500 |
| EYPP Co-ordinator | D Bradley | | Date for next internal review of this strategy | June 2020 | |

| 2. Current attainment | | |
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| Baseline assessment - age expected level emerging 30-50 months | Pupils eligible for EYPP | Pupils not eligible for EYPP |
| % achieving age expected levels on entry in Communication and Language | 55% (8) | 34% (20) |
| % achieving age expected levels on entry in Physical | 46% (6) | 26% (15) |
| % achieving age expected levels on entry in Personal, Social and Emotional | 36% (5) | 31% (18) |
| % achieving age expected levels on entry in Maths | 18% (3) | 10% (6) |
| % achieving age expected levels on entry in Literacy | 27% (4) | 17% (10) |

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)

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| 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. | Physical Development (Fine Motor skills) – Those children have been identified as having significant gaps in their fine motor development to their peers. Those children are at risk of developing delay in writing and forming a good pencil grip. |
| C. | 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, those being able to use mathematical language, recall stories and ask questions about the world around them. (more able extension group) |
| D. | 3 children out of the 15 have special educational needs. These development difficulties with communication, behaviour and physical needs present as barriers to their learning in line with their peers. |
| E. | Personal Social and Emotional Development – A group of children have been identified as having significant gaps in how they manage their feelings, more specifically their co-operative play with peers. This presents as a barrier to 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)

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| F. | 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. | Children will be able to demonstrate good control in a range of fine motor skills such as threading, painting, cutting and drawing. They will be able to hold a pencil using the tripod grip. 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 secure at 30-50 months when starting from 22-36months, to be emerging 40-60 months is starting in 30-50months, within moving and handling and writing. |
| C. | 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. More able pupils to be able to demonstrate at least age expected in their Understanding of the world. 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. To be emerging 40-60m in UOW. |
| D. | 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 Wellcomm assessments. |
| E. | To take turns and engage in co-operative play with peers. To develop a greater understanding of their feelings and emotions and those of others. 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 secure at 30-50 months when starting from 22-36months, to be emerging 40-60 months is starting in 30-50months, within PSED. |
| F. | 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

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| Academic year | 2019-20 £4,500 |
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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/DB to monitor teaching. | AF DB | 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/DB. | 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. | ? 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 2020 |
| To develop good fine motor control. To use tripod grip when using a pencil. | To provide range of additional fine motor experiences for this group. | Baseline data identified fine motor skills as key areas of need for a group of EYPP children. | DB to organise additional interventions such as dough disco/musical marks through intervention group | DB AF | July 2020 |

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| To be able to use mathematical language to problem solve, | To provide meaningful contexts to experience mathematical problem solving. | Baseline data identifies mathematical language and Understanding the world as key areas of need for the more able EYPP children. | DB to deliver additional problem-solving opportunities through play within the continuous provision for this group. | DB AF | July 2020 |
| 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 2020 |
| To be able to take turns and engage in co-operative play with peers. | To provide meaningful opportunities to explore feelings. Opportunities for turn taking games in play. | Baseline data identifies Managing feelings and behaviour as key areas of need for some EYPP children. | DB to provide opportunities for exploring feelings and turn taking games and interventions. | DB AF | July 2020 |

Total budgeted cost £ 4,290

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? |
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| 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. |

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| 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. | DB to organising 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 mathematical language and questioning skills. | Providing maths experiences for child and parent to share. | Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home. | DB to organising and reflect upon literacy experiences provided. | AF DB | At each of the 4 Assessment points to measure progress and impact of intervention. |
| To be able to support their child's fine motor skills. | Provide Impact Workshop/resources on how young children's fine motor and early writing. | Research evidence demonstrates that learning is sustainable when parent's knowledge and attitudes are supported. | DB to organise Workshop and resources to take home. | AF DB | 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 despite the impact of lockdown/Covid as home learning continued to be sent for language activities through this time. Final assessment demonstrated 80% of pupil premium working at 40-60m in Listening and Attention and 67% in Speaking and Understanding. | 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 |
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| <p>To be able to understand and use language at age expected levels.</p> | <p>Early Talk Boost intervention groups</p> | <p>All children made excellent progress despite the impact of lockdown/Covid as home learning continued to be sent for language activities through this time. Final assessment demonstrated 80% of pupil premium working at 40-60m in Listening and Attention and 67% in Speaking and Understanding.</p> | <p>Continue with the intervention.</p> | <p>£750</p> |
| <p>To be able to communicate verbally / nonverbal to express own preferences. To begin to offer social communication with peers.</p> | <p>To provide sensory experiences and resources to stimulate/motivate communication for SEN group.</p> | <p>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. Due to lockdown and Covid restrictions, Sensory resources and activities were delivered to homes for families to use to help achieve this targeted support.</p> | <p>Continue and enhance SEN interventions.</p> | <p>£1200</p> |
| <p>To be able to use mathematical language to problem solve,</p> | <p>To provide meaningful contexts to experience mathematical problem solving.</p> | <p>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. Final assessments show 60% of children were on track or above in maths despite the restrictions of Lockdown and covid – this was achieved by sending home high quality home learning via parent platform Marvellous Me.</p> | <p>Continue with the intervention.</p> | <p>£350</p> |
| <p>To be able to recall stories using story language, events, characters and settings.</p> | <p>To provide meaningful contexts to experience stories.</p> | <p>More able children exceeded age related expectations by attaining 40-60 developing in Reading and Writing. Others made better than good progress as they started from lower starting points. Final assessments show 67% of children were on track or above in reading and 73% in writing despite the restrictions of Lockdown and covid – this was achieved by sending home high quality home learning via parent platform Marvellous Me.</p> | <p>Continue with the intervention</p> | <p>£290</p> |

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| To be able to take turns and engage in co-operative play with peers. | To provide a range of meaningful activities, games and stories with children through interventions. | Final assessments show all children made excellent progress with 80% of pupil premium children working at developing 40-60m. Others made better than good progress as they started from lower starting points. This was achieved by building upon interventions in nursery and continuing this through online platform marvellous me through lockdown/Covid . | Continue to use and enhance resources around feelings and co-operative play. | £250 |
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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. | Final assessment demonstrated 80% of pupil premium working at 40-60m in Listening and Attention and 67% in Speaking and Understanding. Talk boost only ran for 1 term in Autumn term due to Lockdown restrictions but demonstrated positive impact during that time. | Targeted talk boost intervention will continue. Continue to utilise Marvellous Me for home learning. | £150 |
| To be able to support their child's literacy skills development. | Letters and Sounds Workshop and resources to take home. | More able children exceeded age related expectations by attaining 40-60 developing in Reading and Writing. Others made better than good progress as they started from lower starting points. Final assessments show 67% of children were on track or above in reading and 73% in writing despite the restrictions of Lockdown and covid – this was achieved by sending home high quality early phonics resources to keep and support learning at home along with activities for parents to support their child with | Continue as a whole setting parent intervention. Continue to utilise Marvellous Me for home learning. | £500 |
| To be able to support their child in using mathematical language and questioning skills. | Maths Challenges - Weekly activities sent home that could be completed using resources easily available within the home. | 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. Final assessments show 60% of children were on track or above in maths despite the restrictions of Lockdown and covid – this was achieved by sending home high quality home learning via parent platform Marvellous Me | Continue as whole setting as parent intervention. Continue to utilise Marvellous Me for home learning. | £200 |

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| <p>To be able to support their child's fine motor skills.</p> | <p>Impact Workshop activities sent home.</p> | <p>Final assessment demonstrated that 87% pupil premium children achieved age related expectations or above in moving and handling and 73% in writing despite the restrictions of Lockdown/covid. This was achieved by sending home high quality fine motor resources to keep and support learning at home along with activities for parents to support their child with.</p> | <p>Continue to use Impact workshop as parent intervention for all parents.</p> | <p>£ 600</p> |
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