

Fullbrook Nursery School Early Years Pupil Premium Strategy Sept 2021-July 2022

1. Summary information					
Total number of pupils	109	Number of pupils eligible for EYPP	7	Total EYPP Budget	£2100
EYPP Co-ordinator	D Bradley (EYFS Phase Leader)		Date for next internal review of this strategy	June 2022	

2. Current attainment		
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	0%	5%
% achieving age expected levels on entry in Physical	0%	5%
% achieving age expected levels on entry in Personal, Social and Emotional	0%	3%
% achieving age expected levels on entry in Maths	0%	3%
% achieving age expected levels on entry in Literacy	0%	3%
% achieving age expected levels on entry in Understanding the World	0%	3%

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 pupil premium children who are working just below ARE in prime areas and are at risk of delay in the specific areas of Literacy, Mathematics. Specifically, in being able to use mathematical language, recall stories and ask questions about them as well as early phonics skills such as rhyming and alliteration.
C.	2 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.
D.	There is a group of pupil premium children who are working just below and well below ARE in their Physical development, specifically moving and handling and this is impacting upon their fine motor skills such as low upper body strength, cutting skills and pencil grip.
External barriers (<i>issues which also require action outside school, such as Parental Engagement, SEN needs, Speech and Language referrals</i>)	
E.	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 working at ARE for those working just below ARE. To be working just below ARE for those working well below ARE expectations.
B.	At ARE pupils are able to demonstrate their understanding of mathematical language and understanding of more experienced concepts. At ARE pupils are able to demonstrate at least age expected literacy skills. Progress can be 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 at ARE in Literacy and Maths if working just below ARE in those areas.
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.	To build up upper body strength to develop greater control using mark making tools and scissors. To engage more independently in mark making activities through child initiated learning and to begin to copy some letters from their name.	To be working at ARE for those working just below ARE. To be working just below ARE for those working well below ARE expectations.
E.	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 Story Chef project, home learning tasks and using phonics resources at home to support this. Parents send in photographs electronically of participation with the project.	High levels of parent participation in the project, positive comments on evaluation, resulting in accelerated progress made by their children. Evidence of participation in the project via photographs sent electronically.

5. Planned expenditure					
Academic year	2021-22 £2,100				
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/DB to monitor teaching.	AF DB	4 Assessment points to measure progress and impact of intervention.
To continue to develop early phonics skills through Letters and Sounds phase 1 and 2	Letters and Sounds Phase 1 and 2 enhanced through development of Phonics Friends resources and planning	Letters and Sounds is evidence based Early phonics scheme that builds early listening and phonological awareness that provides children with skills needed for early reading.	DB to monitor use of planning tool and resources to support delivery. AF/DB to monitor Teaching	AF DB	At three assessment points through the year.
To continue to develop a nurture space to provide a personalised sensory based curriculum.	Nurture based approach and Celebrating difference SEND provision and policy.	Research around nurture provision and a sensory based approaches.	SENCo to monitor provision and children's progress.	AF	At three assessment points through the year.

Total budgeted cost £150

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.	CA MR SC	4 Assessment points to measure progress and impact of intervention.
To be able to learn through a sensory based curriculum. To be able to communicate her needs non-verbally	Sensory diet provision.	Research around child development, OT recommendations for SEND support.	AF (SENCo) to monitor and support the delivery of provision and impact on child's progress.	AF SH SH CM	July 2022

To be able to use language confidently in play with their peers. To use language to identify and talk about their feelings.	Birmingham repertoire Theatre creative learning project	Previous projects in Birmingham have been successful. This has then been adapted to meet specific needs of our children.	10 bespoke sessions to be delivered in Nursery. AF DB to monitor sessions delivered and impact upon children's progress	AF DB	July 2022
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Total budgeted cost £ 1600

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.	Parent evaluations to help measure implementation and impact. Books to be sent home for parents along with supporting information.	AF/DB	2 Assessment points to measure progress and impact of intervention as part of 8 week program.
To be able to support their child's language and literacy skills through play.	Birmingham repertoire Theatre creative learning project	Research EEF demonstrates parental engagement increases sustainability as this promotes increased knowledge and confidence of parents.	10 bespoke sessions to be delivered in Nursery. AF DB to monitor sessions delivered and impact upon children's progress	AF/DB	At each of the 3 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 and weekly learning sent home via Marvellous Me platform.	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 3 Assessment points to measure progress and impact of intervention.
To be able to support their child's fine motor skills to support early writing.	Parent Impact workshop for Early writing. Home Learning pack to be sent home that supports workshop and provided resources and activities needed	Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home.	DB to organise workshop and resources to send home.	DB AF	At each of the 3 Assessment points to measure progress and impact of intervention.
To provide SEND home learning bags with sensory toys to support early communication development.	Weekly home learning support for parents, providing the knowledge and resources to support their child's learning at home.	EEF, recognised impact of engaging and supporting parents in home learning activities.	AF to create resource library and SEN staff to facilitate weekly loans.	AF	Monitor the take up of bags, and feedback from parents. Monitor child's progress through Asses, Plan, Review and Do targets.
Total budgeted cost					£350

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
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To continue to develop Wellcomm as planning tool for targeted intervention.	WellComm Screening and intervention Tool	All children on track in language at the end of the year.	Continue with this intervention	50
To continue to develop early phonics skills through Letters and Sounds phase 1 and 2	Letters and Sounds Phase 1 and 2 enhanced through development of Phonics Friends resources and planning	From differing baselines all children made above expected progress in literacy with only 2 not reaching ARE in literacy.	Continue with intervention	100

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 working below ARE in language were on track at the end of the year.	Continue with intervention.	120
To be able to learn thought a sensory based curriculum. To be able to communicate Their needs non-verbally,	Sensory diet provision.	Made better than expected progress. They moved from being non-verbal to verbal through the year. Working with parents to ensure referrals were made.	Continue with interventions.	0

<p>To be able to use language confidently in play with their peers.</p> <p>To use language to identify and talk about their feelings.</p>	<p>Birmingham repertoire Theatre creative learning project</p>	<p>Expected or greater progress by all children in the project in key areas of learning.</p> <p>Children demonstrated greater confidence in play with peers</p>	<ul style="list-style-type: none"> • Would continue with this approach but due to when we can confirm 	<p>1600</p>
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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
<p>To be able to support their child's language and literacy skills through play.</p>	<p>Participation in Birmingham repertoire Theatre creative learning project</p>	<p>Positive feedback from parents (see project evaluation Sheet)</p>	<p>Optimise visits into nursery to ensure they are more manageable for parents.</p>	<p>160</p>

<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 and weekly learning sent home via Marvellous Me platform.</p>	<p>Parental engagement high. Children in phase 2 group could all orally blend/segment and recognise first set of letter sounds.</p>	<p>Continue with intervention but run alongside face to face workshop.</p>	<p>20</p>
<p>To be able to support their child's fine motor skills to support early writing.</p>	<p>Parent Impact workshop for Early writing. Home Learning pack to be sent home that supports workshop and provided resources and activities needed</p>	<p>All children left at ARE for fine motor skills. All children could draw simple representations in their pictures and could copy letters in their name.</p>	<p>Continue with intervention but run alongside face to face workshop.</p>	<p>80</p>
<p>To provide SEND home learning bags with sensory toys to support early communication development.</p>	<p>Weekly home learning support for parents, providing the knowledge and resources to support their child's learning at home.</p>	<p>100% engagement with parents. Also introduced play and stays to demonstrate how to play together. This was extremely popular and had positive feedback from parents.</p>	<p>Continue with intervention</p>	<p>0</p>