

Fullbrook Nursery School Early Years Pupil Premium Strategy Sept 2022-July 2023

1. Summary information					
Total number of pupils		Number of pupils eligible for EYPP	15	Total EYPP Budget	£4500
EYPP Co-ordinator	Mrs Flinders (Head Teacher)		Date for next internal review of this strategy		June 2023

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%	21%
% achieving age expected levels on entry in Physical	0%	10%
% achieving age expected levels on entry in Personal, Social and Emotional	0%	8%
% achieving age expected levels on entry in Maths	0%	8%
% achieving age expected levels on entry in Literacy	0%	4%
% achieving age expected levels on entry in Understanding the World	0%	4%

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 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.
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	2022-23 £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?
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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	3 Assessment points to measure progress and impact of intervention.
To continue to develop early phonics skills through pre-requisites for reading	Resources book for Pre requisite skills for reading enhanced through development of Phonics Friends resources and RWI scheme when ready	Schema-Play is a research-based approach to learning which has a specific focus upon the pre-requisite skills needed for reading. RWI is a phonics scheme that builds early listening and phonological awareness that provides children with skills needed for early reading.	DB to create planning tool and resources to support delivery. AF/DB to monitor Teaching	AF DB	3 Assessment points to measure progress and impact of intervention.

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.	DB	4 Assessment points to measure progress and impact of intervention.
To engage more in fine motor activities and develop greater control using mark making tools.	Early Write Dance	Dance Write is an evidence based approach to improving early fine motor and writing skills	Weekly programme planned and delivered, quality monitored by AF/DB.	DB	June 2023

Total budgeted cost £ 200

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?

<p>For parents to be able to use Talk Boost resources to support their child's language development</p>	<p>Talk Boost Parent workshop and weekly take home resources.</p>	<p>ICAN developed Talk Boost programme, evidence-based impact shown. Small group intervention to target EYPP children.</p>	<p>Online parent videos to support learning. Parent evaluations to help measure implementation and impact.</p>	<p>AF/DB</p>	<p>2 Assessment points to measure progress and impact of intervention as part of 8 week program.</p>
<p>To be able to support their child's language and literacy skills and mathematical language.</p>	<p>Participation in Story Chef project. Children to have a story book resources each week to cook with and to keep. Parents receive a differentiated activity sheet to provide guidance on how to use the resources to support each area. Parents to send in electronic photographs demonstrating engagement and to be used to create personalised story for each child. This will finish with a visit out to Aston hall for a story telling session with parents to bring story telling and language to life</p>	<p>Research evidence demonstrates that learning is sustainable when parent's knowledge and attitudes are supported.</p>	<p>DB to organise and reflect upon learning opportunities available for each of the stories and create activity sheets for parents. DB to organise resources and collate photographs to create personalised books.</p>	<p>AF/DB</p>	<p>At each of the 3 Assessment points to measure progress and impact of intervention.</p>
<p>To be able to support their child in using early phonics strategies and resources.</p>	<p>Phonics friends/RWI workshops and Home learning sheets and phonics resources to take home and weekly learning sent home via Marvellous Me platform.</p>	<p>Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home.</p>	<p>DB to organise and reflect upon literacy experiences provided.</p>	<p>AF DB</p>	<p>At each of the 3 Assessment points to measure progress and impact of intervention.</p>

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.
Total budgeted cost					£4150

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			50
To continue to develop early phonics skills through pre-requisites for reading	Resources book for Pre requisite skills for reading enhanced through development of Phonics Friends resources and RWI scheme when ready			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			£50
To engage more in fine motor activities and develop greater control using mark making tools.	Early Write Dance			£150

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
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<p>To be able to support their child's language and literacy skills and mathematical language.</p>	<p>Participation in Story Chef project. Children to have a story book resources each week to cook with and to keep. Parents receive a differentiated activity sheet to provide guidance on how to use the resources to support each area. Parents to send in electronic photographs demonstrating engagement and to be used to create personalised story for each child. This will finish with a visit out to Aston hall for a story telling session with parents to bring story telling and language to life.</p>			<p>4000</p>
<p>To be able to support their child in using early phonics strategies and resources.</p>	<p>Parent workshop for Phonics Friends/RWI and Home learning sheets and phonics resources to take home and weekly learning sent home via Marvellous Me platform.</p>			<p>£50</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>£100</p>
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