**Early Years’ Pupil Premium (EYPP) strategy statement**

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| 1. **Summary information**
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| **School** | Sandy Lane Nursery and Forest School |
| **Academic Year** | 2018-19 | **Total PP budget (approximate)** | 6646.20 | **Date of most recent EYPP Review** | Oct 2018 |
| **Total number of pupils** | 104(Dec 18) | **Number of pupils eligible for EYPP** | 22(confirmed by LA Dec 18) | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Current attainment (mainstream)**
 |
|  | *Pupils eligible for EYPP*  | *Pupils not eligible for EYPP*  |
| ENTRY | EXIT | ENTRY | EXIT |
| **% ‘on track’ in PSE**  | 65% | 82% | 48% | 85% |
| **% ‘on track’ in C&L** | 60% | 90% | 30% | 75% |
| **% ‘on track’ in PD** | 55% | 91% | 38% | 92% |
| **% ‘on track’ in LD** | 45% | 77% | 15% | 71% |
| **% ‘on track’ in MD** | 35% | 75% | 10% | 75% |
| **% ‘on track’ in UW** | 45% | 90% | 30% | 82% |
| **% ‘on track’ in EAD** | 70% | 77% | 35% | 78% |

| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Low on entry ‘Communication and Language’ levels which also impact on LD |
|  | Poor extended learning experiences |
|  | Limited basic play skills and self regulation |
|  | Low on entry Mathematical Development levels in SS&M |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance |
| **E.** | Low parental engagement |
| **F.** |  |
| **G.** |  |

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| **4. Desired outcomes**  |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improve all aspects of Communication and Language for children eligible for EYPP | Children eligible for EYPP in nursery will make rapid progress by the end of the year. The majority will be ‘on track’ |
|  | Improve all aspects of Literacy Development for children eligible for EYPP | The improvements of children’s C&L will have a positive impact on the progress children make within LD |
|  | Children’s knowledge and understanding of the world and vocabulary will be extended | Children eligible for EYPP in nursery will increase their knowledge of the wider word, extend their vocabulary and stimulate their thinking skills |
|  | Children’s play skills will be developed and self regulation improved | Children eligible for EYPP in nursery will develop age appropriate play skills and incidents of unwanted behaviour will be reduced |
|  | Improve SS&M aspects of Mathematical Development for children eligible for EYPP | Children eligible for EYPP in nursery will make rapid progress by the end of the year. The majority will be ‘on track’ |
|  | Increase attendance rates for children eligible for EYPP | Reduce the number of persistent absentees among children eligible for EYPP |
|  | Improve parental engagement | Parents of children eligible for EYPP in nursery will improve their engagement and children will make rapid progress as a result |

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| **5. Planned expenditure**  |
| **Academic year** | *2018-19*  |
| The three headings below, *Quality of teaching for all; Targeted support; Other approaches*, enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |

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| **5i Planned expenditure - 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** |
| Improve all oral aspects of Communication and Language for children eligible for EYPP | Staff training in various C&L strategies to develop oracy in young children | All staff already use ECAT strategies which have proven to improve oracy. We have chosen to invest in another oracy project – Early TalkBoost a nationally accredited and well researched approach as an effective way to improve attainment. Sutton Trust has demonstrated an average of 6 months progress in children’s oracy over an 8 week programme. | A highly qualified member of staff will deliver the programme to small groups of children.Progress of these children will be monitored over the 8 week period.All staff will be monitored through observations to ensure they are using ECAT strategies. | DHT |
| Improve all aspects of LD for children eligible for EYPP | Helicopter stories will be introduced starting with retelling familiar stories shared frequently in family group time. This will develop to children telling and acting out stories they have created themselves. Children may also demonstrate early mark making skills through ‘writing’ their own stories | With foundations based on the work of Vivian Gussin Paley’s work, research demonstrates that this approach enables children to make links between spoken and written language and demonstrated a significant impact on children’s confidence, speech and literacy. | All staff have been trained on the ‘helicopter story’ approach. Time has been identified for stories to take place across the week.Monitoring will take place through observations of the development of children’s stories, including evidence of progression and case studies and staff feedback. | DHT |
| Children’s knowledge and understanding of the world and vocabulary will be extended | Staff will observe children’s interests and extend the children’s thinking skills through shared sustained thinking and introduce new vocabulary.Staff will work with small groups on ‘IRPs (investigation research projects) based on an identified common interest or adult introduced focus. Projects will include enrichment activities such as minibus visits and home learning research question to further extend this thinking and vocabulary acquisition. | The SSTEW model EPPE all demonstrate that a shared sustained thinking approach improves outcomes for children.Case studies carried out last year based around extending experiences by taking specific children on visits to extend their interests demonstrate improved knowledge of the world and language acquisition. | SLT are trained to use the SSTEW audit tool.Staff have revisited Shared Sustained Thinking through INSET and have been given individual targets around this areaStaff will complete case studies to demonstrate impact from enriched activities; displays and portfolios will demonstrate impact from ‘project’ type activities | SLT |
| Children’s basic play skills will be developed self regulation improved | Staff will model basic play skills in provision and family group. Staff will have a consistent approach to managing unwanted behaviours using visual timetables and ‘Conflict Resolution Fobs’ | Research demonstrates that modelling play skills and playing alongside, then co-operatively supports children to develop play skills. Providing a ‘stepped approach’ to conflict resolution supports children to understand expectations and verbalise their thoughts. As understanding develops this leads to children being able to negotiate to solve problems that occur. | SLT will observe, during regular drop-ins, staff implementing this approach. Progress in this area will be discussed during weekly planning meetings  | DHT |
| **Total budgeted cost** | £0 |

| **5ii Planned expenditure - Targeted support** |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Improve all aspects of Communication and Language for children eligible for EYPP | Small group and 1:1 interventions to provide support to improve Communication and Language skills | We have a highly qualified member of staff who delivers SALT interventions which have proved effective in improving outcomes in C&L. She has been trained to deliver Early TalkBoost and will deliver several 8 week programmes to children eligible for EYPP over the year. Research by Sutton Trust evidences the positive impacts of Early TalkBoost. | Ensure the member of staff has adequate time to deliver the programme and to collect evidence of progress made.Observe the delivery of Early TalkBoost.Ensure the time identified at the beginning ot each session ( free play) is used by all staff to support C&L | DHT |
| Improve SS&M aspects of Mathematical Development for children eligible for EYPP | Small group and 1:1 interventions to provide support to improve understanding of shape, space and measure  | We have identified a member of the team to deliver maths interventions in small groups or 1:1. Teachers identify targets and discuss possible activities to match the next steps in learning. It is anticipated that children will receive this intervention until data indicates that they are ‘on track’ | Ensure the member of staff has adequate time to deliver the programme and to collect evidence of progress made.Observe the delivery of this intervention | DHT |
| Improve children’s listening and attention form positive relationships | WELLcom screening and related interventions with small groups to improve their confidence and listening and attention skills | We have identified a highly experiences member of staff to deliver this intervention. Evidence shows it is accessible to parents and provides a ‘step by step’ approach. The Education Endowment Fund identifies the positive impact of this intervention  | Ensure the member of staff has adequate time to deliver the programme and to collect evidence of progress made.Observe the delivery of this intervention | DHT |
| **Total budgeted cost** | £13,800 (TA costs school to subsidise additional cost)£450 ( WELLcomm screening package purchase and TA training x2)**TOTAL £14,250** |

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| **5iii Planned expenditure - Other approaches** |
| **Desired outcome**  | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead**  |
| The attendance of children eligible for EYPP improves | ‘Improving Attendance’ flowchart to be followed. Office staff to complete first day response. HT to monitor half termly attendance and to monitor persistent absentees weekly. Keyworkers to support improved attendance and explore any barriers to regular attendance; HT to send letters; invites to professional meetings to support improved attendance.Introduce ‘Request for Planned Absence’ forms.All forms and letters to highlight the link between attendance and attainment. | It is difficult to improve attainment if children are frequently absent. DFE documents identify addressing attendance as key step. | The ‘Improving Attendance’ flowchart is followed by all staff. Key staff are able to confidently support their families to improve children’s attendance. The HT is able to offer further support. staff and families work together to tackle absences including any barriers to attendance. | HT |
| Improve parental engagement of children eligible for EYPP | In addition to the universal stay and play sessions, forest school parent sessions and other whole nursery activities, EYPP parents will be actively encouraged to attend a newly established parent group. This informal group will initially focus on raising the profile of C&L and supporting parents to engage in linked home learning activities linked. The group will be supported through* In house workshops
* Time working with their own child
* Shared learning and experiences

Over time it is anticipated that the group will identify other areas where nursery can support. Parents will be invited to a series of events and will record their experiences to share at a celebration event at the end of the programme   | Evidence shows that Parental engagement has a large and positive impact on children’s learning. In addition to the nursery wide approach of offering a variety of home school activities. The parent project will enable a highly qualified practitioner to raise the importance of home learning and key areas of learning, model practice and provide activities for parents to use with their children. | There will be a good uptake of and response to the parent group and linked home school learning activities; parents will attend stay and play, workshops, forest school etc. home learning stories and questionnaires will demonstrate improved parental engagement. | DHT |
| **Total budgeted cost** | £0 |

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| **6. Review of expenditure ( review J*uly 2019*)** |

| **6i Review of expenditure ( review *July 2019*) - Quality of teaching for all** |
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| **Desired outcome** | **Intervention** | **Evaluation/Impact on Learning and Development** | **Total Cost £** |
| Improve all oral aspects of Communication and Language for children eligible for EYPP | All staff use ECAT strategies to support children’s levels of C&LTrained member of staff deliver EY Talk Boost and in house C&L interventions | From an entry of 60% ON TRACK data analysis now shows 90% of the children eligible for EYPP have achieved this level an increase of 30%100% of children eligible for EYPP have made accelerated progress ( 3 or more steps) which is outstanding | **£0 ( see 6ii)** |
| Improve all aspects of LD for children eligible for EYPP | Helicopter Story approach to take place in the time slots identified and staff to be flexible to the children’s needs/interests to use this approach in their free play. | Anecdotal evidence and documented stories demonstrate that this approach has developed children’s literacy and ‘story telling skills’. Children are also using a range of ‘story book language’ within their own stories and show awareness of beginning, middle and end, event and resolution.From an entry of 45% ON TRACK data analysis now shows 77% of the children eligible for EYPP have achieved this level an increase of 32%86% of children eligible for EYPP have made accelerated progress ( 3 or more steps) which is outstanding | **£0** |
| Children’s knowledge and understanding of the world and vocabulary will be extended | Staff use SST prompts to support and extend children’s knowledge and experiences | Anecdotal evidence from HT observations and an external SSTEW audit demonstrates the range of SST prompts used by staff to support and extend learning. IRP’s (Investigation Research Projects) have also had a positive impact on broadening children’s experiences and developing their knowledge and understanding of an area of their interest. From an entry of 45 % ON TRACK data analysis now shows 90% of the children eligible for EYPP have achieved this level an increase of 45%100% of children eligible for EYPP have made accelerated progress ( 3 or more steps) which is outstanding | **£0** |
| Children’s basic play skills will be developed self regulation improved | Staff model basic play skills in provisionStaff use a stepped approach to conflict resolutionStaff use conflict resolution fobs to support children’s understanding | Data analysis demonstrates that on entry 65% of eligible children were ON TRACK compared with 82% at the end of the year.Formal HT observations indicate staff support children’s development of play skills well. Anecdotal evidence from staff and SLT note that children’s play skills have improved and developed over time77% of children eligible for EYPP have made accelerated progress ( 3 or more steps) which is outstanding | **£0** |

| **6ii Review of expenditure (review** *July 2019* **) - Targeted support** |
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| **Desired outcome** | **Intervention** | **Evaluation/Impact on Learning and Development** | **Total Cost £** |
| Improve all aspects of Communication and Language for children eligible for EYPP | Small group interventions – EY Talk Boost and specific 1:1 interventions delivered by a trained and experienced member of staff | From an entry of 60% ON TRACK data analysis now shows 90% of the children eligible for EYPP have achieved this level an increase of 30%100% of children eligible for EYPP have made accelerated progress ( 3 or more steps) which is outstandingData from Early Talk Boost shows this intervention has had a significant impact on children’s C&L development. When assessed on entry to the programme the average (mean) score was 32/68. On completion of the programme this had increased to 56/68 | £13,800 (school to subsidise additional cost) |
| Improve all aspects of Mathematical Development for children eligible for EYPP | Small group and specific 1:1 interventions supported by linked home learning activities delivered by an experienced member of staff | From an entry of 35% ON TRACK data analysis now shows 75% of the children eligible for EYPP have achieved this level at the end of the year90% of children eligible for EYPP have made accelerated progress ( 3 steps or more) which is outstanding | **£0** |

| **6iii Review of expenditure ( review** *July 2019***) - Other approaches**  |
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| **Desired outcome** | **Intervention** | **Evaluation/Impact on Learning and Development** | **Total Cost £** |
| The attendance of children eligible for EYPP improves | ‘Improving Attendance’ flowchart to be followed. Office staff to complete first day response. HT to monitor half termly attendance and to monitor persistent absentees weekly. Keyworkers to support improved attendance and explore any barriers to regular attendance; HT to send letters; invites to professional |  | £0 |
| Improve parental engagement of children eligible for EYPP | Parents specifically targeted to attend Stay and Play, workshops and focus on reporting back the impact of home learning activities-story sacks, maths bags, chatterboxes | Stay and Play sessions have been linked to key themes – mark making, number and shape, early reading, physical development and being healthy, exploring the locality and the natural world. This has provided a focus for staff’s modelling of teaching and learning in these areas. Community walks have proofed to be particularly popular and this will be something we will continue to explore and extend next year.Parents have responded positively to the workshops, stay and play sessions and community walks. Their comments demonstrate that the sessions have supported them to understand how everyday activities can be used to support children’s learning at home. At the start of the parent group we discussed how home learning could be documented and parents agreed that they would prefer to upload activities via Tapestry, our eProfile system. Although parents engaged well with the nursery sessions where is little evidence of home learning. We have regularly asked parents if adaptations could be made to further support their engagement in home learning. Future groups of this nature will have a greater focus on practitioner, parent and child planned activities to support parents to engage with their child outside of nursery.. | £0 |