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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Sandy Lane Nursery and Forest School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget (approximate)** | £4200 | **Date of most recent EYPP Review** | SEPT 2019 |
| **Total number of pupils** | 54  (3-4) | **Number of pupils eligible for EYPP** | 14  (mainstream) | **Date for next internal review of this strategy** | JULY 2020 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CURRENT ATTAINMENT (MAINSTREAM)** | Pupils eligible for EYPP | | Pupils not eligible for EYPP | |
|  | ENTRY | EXIT - Feb | ENTRY | EXIT - Feb |
| **% ‘on track’ in PSE** | 48.7 | 92.3 | 39.6 | 87.8 |
| **% ‘on track’ in C&L** | 46.2 | 71.8 | 37.5 | 81.1 |
| **% ‘on track’ in PD** | 57.6 | 92.3 | 34.4 | 87.8 |
| **% ‘on track’ in LD** | 23.1 | 84.6 | 20.3 | 75 |
| **% ‘on track’ in MD** | 28.9 | 80.8 | 18.8 | 76.0 |
| **% ‘on track’ in UW** | 38.4 | 88.9 | 24.0 | 80 |
| **% ‘on track’ in EAD** | 30.8 | 86.1 | 31.3 | 73.3 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **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 play skills and self regulation | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance | |
| **E.** | | Low parental engagement | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral all aspects of Communication and Language for children eligible for EYPP | | Children eligible for EYPP in nursery will make rapid progress the end of the year and the majority to 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 world, extend their vocabulary and stimulate their thinking skills |
|  | Children’s play skills and self regulation will be improved | | Children eligible for EYPP in nursery will develop age appropriate play skills and incidents of unwanted behaviour will be reduced |
|  | 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 understanding of the importance of home learning and increase their engagement. Children will make rapid progress as a result |

|  |  |
| --- | --- |
| 1. **Planned expenditure** | |
| **Academic year** | **2019/20** |
| 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. | |

| 1. **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?** |
| Improve oral all aspects of Communication and Language for children eligible for EYPP | Staff training in various C&L strategies to develop oracy in young children  Children will be screened and specific activities delivered as part of the Wellcomm Early Years intervention | 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.  Wellcomm is a nationally available communication intervention toolkit recognised by the Education Endowment Fund. It enables staff to identify children with potential communication difficulties and provides customised intervention activities to support language development. We have a highly skilled practitioner who is familiar with the program and fully equipped to screen children and deliver appropriate interventions | 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.  A highly qualified member of staff will complete the Wellcomm screening and deliver the programme to small groups of children.  Progress of these children will be monitored half termly | DHT | Oct 19 – identify children and intervention strategies in place  Oct 19 and ½ termly thereafter - progress data reviewed to evaluate impact  Oct 19 – SLT formal lesson observations demonstrate staff are consistently using ECAT strategies |
| 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 embrace children’s interests and further develop these through Investigative Research Projects ( IRPs) include enrichment activities such as minibus visits to further extend this thinking and vocabulary acquisition.  A series of Talking Tubs will be created to encourage children’s talking and thinking. These will be based on Essential Experiences and planning indicated key vocabulary to be introduced | 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 through Investigative Research Projects ( IRPs), including taking specific children on visits to extend their interests demonstrate improved knowledge of the world and language acquisition.  The introduction of Talking Tubs follows our school philosophy of child led learning and provides opportunities for children revisit learning and previous thinking about a subject or original idea. Evidence from Lancashire LA identified the impact of Talking Tubs as an effective way to develop children’s communication and language skills. | SLT will be trained to use the SSTEW audit tool.  Staff will identify IRPs based on children’s interests and/or by providing provocations and carry out these projects. Planning for IRPs includes SST prompts and key vocabulary. Staff will document learning and complete case studies to demonstrate impact from enriched activities; displays and portfolios will demonstrate impact from ‘project’ type activities  Staff will undertake research, including on line training, related to the use of Talking Tubs. Tubs will be created based around Essential Experiences and planning for their use will clearly identify related key vocabulary to be introduced. | DHT | Oct 19 and termly thereafter – SLT formal and informal observations of practice  Each Staff Meeting will include staff feedback related to IRPs including reflection on their impact  Planning meetings will identify key children who would benefit from support and challenge through the introduction of a Talking Tub |
| Children’s basic play skills will be developed and self regulation improved | Staff will model basic play skills in provision family group. Specific children are targeted for dedicated support within the dedicated time allocated in the first 45 minutes of each session. 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 | Time has been allocated to work with individual children within the first 45 minutes of each session, in addition to staff supporting children within child led learning time. A member of staff will be identified to lead this area, ensuring all staff receive refresher training on how to use the conflict resolution fobs. The lead will ensure the ‘conflict resolution sequence’ is correctly used by all staff to ensure a consistent approach. SLT will observe, during regular drop-ins, staff implementing this approach. Progress in this area will be discussed during weekly planning meetings | JLK & DHT | Oct 19 – SLT formal observations  Each planning meeting this will be reviewed and discussed.  Dec 19 and half termly there after - Formal review of the impact of Conflict Resolution Fobs and the work to support identified children |

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total budgeted cost** | | | | | £1,650 |
| 1. **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?** |
| 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  Children ( and their parents) who are eligible for EYPP and are returners in Sept 19 will take part in a research project Parents and Children Together ( PACT) led by Manchester University and funded by the Nuffield Foundation. The project focuses on developing early language skills | We have a highly qualified member of staff will deliver 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. She will also screen and deliver targeted interventions  Initial findings from the first phase of Parents and Children Together (PACT) demonstrated the impact of the project was that children’s early language skills were boosted and that parents were able to deliver effective language teaching at home | Ensure the member of staff has adequate time to deliver the programmes and to collect evidence of progress made.  Observe the delivery of Early TalkBoost  Parents involved in PACT will be supported by an identified member of staff to attend a training session and deliver the program. School will set aside time to support parents to deliver the program within nursery. The school will ensure the universities timetable of events is adhered to. | DHT | Dec 19 – children identifies and intervention strategies in place  Termly review of impact of Early Talk Boost, and parental engagement  Ongoing ½ termly progress data reviewed to evaluate impact  Review of the impact of PACT will follow the university timeline |
| **Total budgeted cost** | | | | | £13,800 (school to subsidise additional cost) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **iii 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** | **When will you review implementation?** | |
| 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 identifies 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 | Weekly for low attenders and ½ termly for all | |
| Improve parental engagement of children eligible for EYPP | Support parents to participate in the following:   * Stay and Play sessions * Storysacks, maths sacks, music bags and chatterboxes (take home activities) * Children’s VIP weeks are posted on Tapestry and include home learning activities. Parents are supported to post progress on these activities over the term as well as posting their own observations of children ‘s progress * Early TalkBoost parent teacher meetings; taking home Early TalkBoost materials * REAL parents group ( for those not involved in PACT)   In-house workshops and staff, parent and child activities   * PACT early communication research project | | Evidence shows that Parental engagement has a large and positive impact on children’s learning. We will continue to offer a variety of home school activities. The REAL project will enable a highly qualified practitioners to model to and provide activities for parents to use with their children.  Stay and Play will have include workshops to improve parental engagement; parents will be invited to attend Forest School and supported to take continue similar experiences with their children using local parkland; parents will be invited to accompany their children on minibus visits  Parents of children returning in Sept 19 will be supported to engage in the PACT project, facilitated by school | | There will be a good uptake of and response to home school learning activities; parents will attend stay and play, workshops, forest school etc. home learning activities will be posted on Tapestry and questionnaires will demonstrate improved parental engagement. Parents involved in the PACT project will be supported by an identified member of staff to deliver the progam and school will set aside dedicated time to support parents to remain engaged | | DHT | Termly analysis of home learning feedback and parental engagement activities  PACT evidence will be collected and monitored in line with the universities timeline | |
| **i Quality of teaching for all** | | | | | | | | | |
| **Desired outcome** | | **Intervention** | | **Monitoring Activity** | | **Evaluation/Impact on Learning and Development** | | | **Total Cost** |
| Improve all oral aspects of Communication and Language for children eligible for EYPP | | Highly qualified member of staff dedicated to deliver the Early Talk Boost and programmes and C&L interventions  Continued use of ECAT strategies by all staff | | Key children identified – Oct 19  Staff member delivering the C&L intervention programmes – Oct 19  Termly review of impact of Early Talk Boost, and parental engagement  Data collection for PACT will be in line with the university timescales  ½ termly progress data reviewed to evaluate impact  Lesson observations and SSTEW monitoring indicates all staff are using ECAT strategies | | Due to COVID -19 the exit data relates to February 2020. High quality teaching and interventions have had a positive impact on attainment. From an entry of 46.2% ON TRACK data analysis now shows 92.3% of the children eligible for EYPP have achieved this level, an increase of 46.1%. From entry in September 19 to February 20 data shows 86% of children eligible for EYPP made already made at least 3 steps progress. This demonstrates they were on track to make accelerated progress which is outstanding. 50% of the children eligible for EYPP have personal plans with targets related to C&L | | | £13,800 (school to subsidise additional cost) |
| Children’s knowledge and understanding of the world and vocabulary will be extended | | Staff observe children’s interests and extend thinking skills through SST and introduction of new vocabulary  Staff complete IRPs following children’s interests and through the introduction of provocations  Staff are trained in the use of Talking Tubs  Talking Tubs have been created linked to essential experiences  Staff introduce Talking Tubs linked the delivery of essential experiences  Staff provide enrichment activities including educational visits to further extend children’s thinking and language acquisition | | Oct 19 – SLT formal lesson observations demonstrate staffs use of SST to extend children’s thinking skills and vocabulary  Dec 19 – Staff are trained in the use of Talking Tubs and they have been created, including planning identifying key vocabulary, linked to essential experiences  Jan 20 – Staff use Talking Tubs in line with the introduction of essential experiences  A variety of enrichment activities through educational visits and IRPs have taken place. Monitored at monthly Staff Meetings | | Anecdotal evidence from HT observations and two external SSTEW audits demonstrate a range of SST prompts being used by staff to support and extend learning. IRPs ( Investigative Research Projects) using artefacts to inspire language and educational visits have also had a positive impact on broadening children’s experiences and developing their knowledge and understanding of an area of interest. From an entry point of 38.4% ON TRACK, data analysis now shows 88.9% of children eligible for EYPP have achieved this level, an increase of 50.5%. 78% (11/14) of children eligible for EYPP made 3 steps progress between September 2019 and February 2020. This demonstrates accelerated progress which is outstanding. | | |
| Children’s basic play skills will be developed self regulation improved | | Staff model basic play skills in provision and target children during the dedicated time set within first 45 minutes of each session  Staff use a stepped approach to conflict resolution  Staff use conflict resolution fobs to support children’s understanding | | Oct 19 – children needing specific support will be identified and take part in activities to develop their play skills during the dedicated time at the start of each session  Oct 19 – SLT formal lesson observations demonstrate staffs use of conflict resolution fobs  Oct 19 and weekly thereafter planning meeting discussion monitors the impact of conflict resolution fobs  Dec 19 and half termly thereafter – staff | | Data analysis demonstrates that on entry 48.7% of children eligible for EYPP were ON TRACK compared to 92.3% in February 2020. 93% (11/14) of children eligible for EYPP made 3 steps progress between September 2019 and February 2020. This demonstrates accelerated progress which is outstanding.  Formal HT observations and informal drop in’s indicate staff support children’s play skills well and the use of ‘conflict resolution’ is becoming embedded in practice. Anecdotal evidence from staff and SLT note that children’s play skills are developing well and this has been positively supported by the targeted support children have received in the 45 minutes dedicated intervention time as well as during free play. | | |  |
| **ii Targeted support** | | | | | | | | | |
| **Desired outcome** | | **Intervention** | | **Monitoring Activity** | | **Evaluation/Impact on Learning and Development** | | | **Total Cost** |
| Improve all oral aspects of Communication and Language for children eligible for EYPP | | Highly qualified member of staff dedicated to deliver the Early Talk Boost  PACT research program – child screening, parent training and identified member of staff available during the first 25 minutes of each session to support parents to deliver the program. Parents meet each half term with identified member of staff to receive a new pack. Data is collected in line with the university timescales | | Sept 19 – PACT children are screened and information shared with parents  October 19 - Identified staff member has supported parents to attend the training session  Oct 19 - Children are screened using Wellcomm and those needing targeted interventions are identified  December 19 and ½ termly thereafter- Identified staff member meets with parents to discuss their involvement and progress of the project  PACT data is collected in line with the university timescales  Dec 19 and ½ termly thereafter - progress data reviewed to evaluate impact  Termly review of impact of Early Talk Boost, Wellcomm and parental engagement | | From an entry of 53.8% ON TRACK data analysis now shows 92.3% of the children eligible for EYPP have achieved this level, an increase of 43.6%. Data from Early Talk Boost shows this intervention has also had a significant impact on children’s C&L development. 50% of the children eligible for EYPP have personal plans with targets related to C&L. From entry in September 19 to February 20 data shows 86% of children eligible for EYPP made already made at least 3 steps progress. This demonstrates they were on track to make accelerated progress which is outstanding  Parents of 11/14 (79%) of the children eligible for EYPP consented to their child becoming part of the PACT research project. Unfortunately 2 parents were not able to continue with the project due to work commitments. All parents received 1:1 training on techniques for sharing books and related activities with their child and regularly received sets of activities to share at home daily. The parents involved where very positive about the project and felt supported by the training they had received. The impact of this project meant that parents and children were sharing literacy related activities for at least 20 minutes daily. Of the children involved 100% made at least 3 steps progress between September 2019 and February 2020. This demonstrates that they were ON TRACK to make accelerated progress which is outstanding | | | £13,800- including REAL project  PACT - £1800(£150 per day x12, PACT takes about 2 days per half term)  TOTAL 15,600  ( school to subsidise the additional cost) |
| **iii Other approaches** | | | | | | | | | |
| **Desired outcome** | | **Intervention** | | **Monitoring Activity** | | **Evaluation/Impact on Learning and Development** | | | **Total Cost** |
| The attendance of children eligible for EYPP improves | | Improving attendance flow chart in place and used by all staff  Staff provide support for families to identify barriers and improve attendance, including revising session attendance where possible e.g. 2 ½ days rather than 5 ½ days  HT offers further support to tackle on-going attendance issues | | HT monitoring and discussion with SLT at least half termly | | The attendance of the EYPP children is as follows:  Autumn1: 84%  Autumn 2: 77%  Spring 1: 89%  Due to COVID-19 subsequent attendance figures have not been monitored.  The Autumn 2 dip was as a result of illness. There is evidence otherwise of improved attendance. We conclude that good attendance has had a positive impact on outcomes for these children. | | |  |
| Improved parental engagement of children eligible for EYPP | | Home school learning activities provided on a regular basis, including Early Talk Boost activities, home learning bags, VIP next steps  Stay and Play sessions model teaching/learning opportunities to parents  Staff facilitate parental engagement through supporting parents access to Tapestry  REAL project group established with workshops and staff, parent and child activities to demonstrate how everyday events can be used to support learning  PACT research program – Parents have attended the training session and are delivering the program with support as required. Parents meet each half term with identified member of staff to receive a new pack. Data is collected in line with the university timescales | | Dec 19 – Children and parents for REAL group have been identified and a meeting to explain the group has taken place.  Oct 19 – Parents attended the PACT training  Dec 19 and half termly thereafter Identified staff member meets with parents to discuss their involvement and progress of the project PACT data is collected in line with the university timescales. Staff member also support parents to deliver sessions within nursery as required  Jan 20 – The first REAL project activity has taken place and the impact measured through discussion/completed questionnaires with parents. ( Termly monitoring thereafter)  Jan 20 and half termly thereafter – staff review the evidence of home learning and support parents to further engage  Dec 19 - Stay and Play workshops and sessions have taken place  Dec 19 - Staff have supported parents to regularly access Tapestry and post evidence of home learning and HT’s Tapestry monitoring demonstrates evidence of this | | REAL project Stay and Play sessions and associated parent workshops have been linked to key themes – mark making, number and shape and early reading. This has included exploring the local area through community walks. Due to nursery closure for most children it was not possible to carry out some of the planned activities including physical development and being healthy. These parent and child sessions have continued to prove popular this year and were well attended. Parents comments demonstrate that the sessions have supported them to understand how everyday activities can be used to support children’s learning at home. Evidence of home learning and ideas from the workshops were posted by the majority of parents on Tapestry.  See comments above relating to PACT. Of the children involved 9/14, 100% made at least 3 steps progress between September 2019 and February 2020. This demonstrates that they were ON TRACK to make accelerated progress which is outstanding | | | As shown above £ 15,600 |