

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School				
Academic Year	2020/21	Total PP budget (approximate)	£2400	Date of most recent EYPP Review	SEPT 2020
Total number of pupils	44 (3-4)	Number of pupils eligible for EYPP	8 (mainstream)	Date for next internal review of this strategy	JULY 2020

CURRENT ATTAINMENT (MAINSTREAM)	Pupils eligible for EYPP (8 children)		Pupils not eligible for EYPP (36 children)	
	ENTRY	EXIT	ENTRY	EXIT
% 'on track' in PSE	37		22	
% 'on track' in C&L	25		27	
% 'on track' in PD	62		25	
% 'on track' in LD	50		19	
% 'on track' in MD	12		8	
% 'on track' in UW				
% 'on track' in EAD				

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low on entry 'Communication and Language' levels which also impact on LD
B.	Poor extended learning experiences
C.	Limited play skills and self regulation
D.	Low on entry Mathematical Development levels
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Attendance	
F.	Low parental engagement	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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'
B.	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
C.	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
D.	Improve 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'
E.	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
F.	Increase attendance rates for children eligible for EYPP	Reduce the number of persistent absentees among children eligible for EYPP
G.	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

4. Planned expenditure	
Academic year	2020/21
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?
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	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	A highly qualified member of staff will deliver the ETB programme to small groups of children.	DHT Catherine	Oct 20 – identify children and intervention strategies in place

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?
	Children will be screened and specific activities delivered as part of the Wellcomm Early Years intervention	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	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 and children will receive individual C&L support as required within child led learning time A highly qualified member of staff will complete Wellcomm screening and deliver appropriate elements of the programme to small groups of children. Progress of these children will be monitored half termly		Oct 20 and termly thereafter - progress data reviewed to evaluate impact Oct 20 – SLT formal lesson observations demonstrate staff are consistently using ECAT strategies and that identified children are receiving C&L support in continuous provision.
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 our Learning Challenge Curriculum (LCC) including enrichment activities such as minibus visits to further extend this thinking and vocabulary acquisition. LCC planning will indicated key vocabulary to be introduced along with relevant visuals (Makaton)	The SSTEWE model and EPPE both 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. Due to the success of IRPs these have now been extended and the LCC created The Learning Challenge Curriculum (LCC) follows our school philosophy of child led learning and provides opportunities for children to revisit learning and previous thinking about a subject or original idea.	SLT will be trained to use the SSTEWE audit tool. Staff will provide provocations linked to the LCC focus and planning includes key vocabulary. Staff will document learning to demonstrate impact from each LCC 'question'; displays and portfolios will demonstrate impact from this 'project' type activity including evidence of home learning Staff will use open questions in their daily practice to support and develop children's thinking skills based on the 'sustained shared thinking model'.	DHT JLK	Oct 20 and termly thereafter – SLT formal and informal observations of practice Each Staff Meeting will include staff feedback related to LCC including reflection on their impact Planning meetings will include a discussion on the key sustained shared thinking prompts to be used weekly and feedback on the success. Our C&L lead will provide guidance to staff as required to ensure all staff are aware of the C&L 'next steps' for children

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?
Children's understanding and application of number, shape space and measure (Mathematical Development) will be improved	<p>Small group and 1:1 interventions to provide support to improve understanding of shape, space and measure and number alongside application of new knowledge</p> <p>All staff will take every opportunity to introduce maths concepts and vocabulary through free play</p> <p>A program of specific maths activities will be delivered in family group time and children will have opportunities to practice and refine skills and apply knowledge in continuous provision</p>	<p>We have identified a highly qualified 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'. Parents will also be provided with guidance to support children's targets related to maths through feedback on children's VIP week and next steps for learning.</p> <p>A sequential series of adult led maths activities will be delivered, providing children with opportunities to practice and refine skills, knowledge and understanding as well as build on prior learning. Children will have opportunities to apply new mathematical learning in free play where they will be supported by an adult</p>	<p>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</p> <p>Evaluations of adult led maths activities will be reviewed</p>	DHT Catherine	<p>Dec 20 – children identified and intervention strategies in place</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>
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 them 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 has been 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	JLK	<p>Oct 20 – SLT formal observations</p> <p>Each planning meeting this will be reviewed and discussed.</p> <p>Dec 20 and half termly there after - Formal review of the impact of Conflict Resolution Fobs and the work to support identified children</p>

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?
			in this area will be discussed during weekly planning meetings		
<p>Parents will take up opportunities to support children's home learning and understand the value of their contribution</p>	<p>In addition to our home learning activities, including the lending library, cookery/music/maths/C&L bags and Travelling Ted we will include a weekly home learning activity linked to our LCC program.</p> <p>For children needing additional support to develop their early language we will curate a series of reading based activities with parental guidance to support home learning. This intervention will be based on the PACT project. It is anticipated that this home learning intervention will last 6 weeks. This intervention will also have a positive impact on children's LD as it is delivered through sharing books, so developing their early reading skills</p>	<p>Research by HM Government and the National Literacy Trust, in 'Improving the Home Learning Environment' Nov 2018 conclude that home learning is a predictor of children's early language ability and that good quality home learning can mitigate some of the effects of disadvantage.</p> <p>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</p>	<p>The LCC home learning activity will be a 'pre project task' for parents to share with their child and will be used as part of the project. Children's key workers will work with parents to support its' completion and take feedback from parents. Key workers know their families well and will provide additional support as required. Home learning activities will form part of each end of project celebration which parents will be invited to attend</p> <p>Parents involved in these activities will be supported by an identified member of staff. If required school will set aside time to support parents to deliver this intervention within nursery. We will act on any parents comments during the intervention and will more formally review it on completion of the project with a parents evaluation</p>	<p>JLK</p> <p>Catherine /MB</p>	<p>Dec 20 review the impact of the LCC home learning activities and parent feedback, making any adjustments required.</p> <p>Dec 20 review the impact of this home learning intervention and parent feedback, making any adjustments required. Then ½ termly for each phase of children undertaking the intervention</p>

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?

Total budgeted cost	£1,650
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ii. 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	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	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	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	DHT Catherine	Dec 20 – children identified 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

Total budgeted cost	£13,800 (school to subsidise additional cost)
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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: <ul style="list-style-type: none"> Stay and Play sessions (including the REAL parents group – when the situation related to COVID-19 allows) focusing on key areas – maths, dialogic book talk, exploratory cookery (to develop key skills and vocabulary) Storysacks, maths sacks, music bags and chatterboxes (take home activities) Children's VIP weeks are posted on Tapestry and include LCC home learning activities. Parents 	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 including those linked to our LCC. 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	There will be a good uptake of and response to LCC 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 style intervention will be supported by an identified member of staff to deliver the program and school will set aside dedicated time to support parents to remain engaged for the period of this intervention	DHT JLK	Termly analysis of home learning feedback and parental engagement activities Dec 20 review the impact of this home learning intervention and parent feedback, making any adjustments required. Then ½ termly for each phase of children undertaking the intervention

	<p>are supported to post progress on these activities over the term as well as posting their own observations of children 's progress</p> <ul style="list-style-type: none"> • Early TalkBoost parent teacher meetings; taking home Early TalkBoost materials • Parents of children needing early language support will be involved in the PACT style intervention 	<p>children on minibus visits. Parents involved in the PACT style intervention will be supported to engage in a series of home learning activities through guidance materials and engagement with staff</p>			

REVIEW 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	<p>Highly qualified member of staff dedicated to deliver the Early Talk Boost and programmes and C&L interventions</p> <p>Continued use of ECAT strategies by all staff</p>			£13,800 (school to subsidise additional cost)
Children's knowledge and understanding of the world and vocabulary will be extended	<p>Staff observe children's interests and extend thinking skills through SST and introduction of new vocabulary</p> <p>Staff complete LCC following children's interests and through the introduction of provocations</p>			

	<p>Planning for LCC includes key vocabulary and associated 'visuals'</p> <p>Staff provide enrichment activities including educational visits to further extend children's thinking and language acquisition</p>			
Children's understanding and application of number, shape space and measure (Mathematical Development) will be improved	<p>A highly qualified member of staff will have dedicated time to deliver maths intervention activities.</p> <p>All staff will take every opportunity to introduce maths concepts and vocabulary through free play</p> <p>A program of specific maths activities will be delivered in family group time and children will have opportunities to practice and refine skills and apply knowledge in continuous provision</p>			
Children's basic play skills will be developed self regulation improved	<p>Staff model basic play skills in provision and target children during the dedicated time set within first 45 minutes of each session</p> <p>Staff use a stepped approach to conflict resolution</p> <p>Staff use conflict resolution fobs to support children's understanding</p>			
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 and other C&L			£13,800- including REAL project

	<p>interventions during the first 45 minutes of each session</p> <p>All staff are aware of children's 'next steps' and support C&L through child lead learning time</p> <p>PACT style intervention is completed by children identified as needing support to develop early language following screening. A member of staff available during the first 25 minutes of each session to support parents to deliver the program as required. Parents feedback is taken formally at the end of the intervention (6 weeks) and any adjustments are made</p>			
iii Other approaches				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost
The attendance of children eligible for EYPP improves	<p>Improving attendance flow chart in place and used by all staff</p> <p>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</p> <p>HT offers further support to tackle on-going attendance issues</p>			

<p>Improved parental engagement of children eligible for EYPP</p>	<p>Home school learning activities provided on a regular basis, including Early Talk Boost activities, home learning bags, VIP next steps</p> <p>Stay and Play sessions model teaching/learning opportunities to parents</p> <p>Staff facilitate parental engagement through supporting parents access to Tapestry</p> <p>REAL project group established with workshops and staff, parent and child activities to demonstrate how everyday events can be used to support learning</p> <p>PACT style intervention is completed by families whose children are identified as needing support to develop early language following screening. A member of staff available during the first 25 minutes of each session to support parents to deliver the program as required. Parents feedback is taken formally at the end of the intervention (6 weeks) and any adjustments are made</p>			
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