

Early Years' Pupil Premium (EYPP) SEN strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School (Rainbow Room)				
Academic Year	2020/21	Total PP budget (approximate)	£1500	Date of most recent EYPP Review	December, 2020
Total number of SEN pupils	21	Number of SEN pupils eligible for EYPP	5	Date for next internal review of this strategy	July, 2021

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.	Delayed speech and language skills.
B.	Delayed play skills and poor task involvement.
C.	Delayed physical development and gross-motor skills.
D.	Sensory processing difficulties
E.	Appropriate resources not available.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance reduced due to illness or medical appointments.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication skills as appropriate to individual child's level of ability.	By the end of academic year 2020/21 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for communication and language.
B.	Improved and increased play and learning experiences available to children eligible for EYPP as appropriate.	By the end of academic year 2020/21 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for understanding the world (play and exploration).

3. Desired outcomes		
C.	Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	By the end of academic year 2020/21 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for physical development.
D.	Children accessing a range of experiences which meet individual sensory processing needs.	By the end of the academic year 2020/21 our data will demonstrate that children's sensory needs are being met and levels of well-being and task engagement have improved.
E.	Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	By the end of academic year 2020/21 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for understanding the world.
F.	Increased attendance rates for children eligible for EYPP <u>THIS WILL BE IMPACTED BY COVID-19 DURING THE YEAR 2020-2021. HOWEVER, HOME LEARNING OPPORTUNITES WILL BE SHARED WEEKLY AND RESOURCES PURCHASED FOR USE AT HOME AS APPROPRIATE.</u>	Reduce the number of persistent absentees among pupils eligible for EYPP. Attendance levels will have improved for these children. Overall PP attendance to improve and be in line with other non EYPP pupils.

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.	

4i 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?
Improved communication skills as appropriate to individual child's level of ability.	In house PECS support/training offered to all staff members. PICS for PECS CD in use to ensure that symbols in use are up to date and more appropriate. Other PECS resources to be purchased as	PECS is an approach that develops early expressive communication skills using pictures More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills. PECS is appropriate for people of all ages with a wide range of learning difficulties Originally developed for pre-school children with autism, PECS is now being successfully used with adults and children with a range of	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Staff will be supported by trained staff members to implement strategies. • Children's responses and progress will be monitored and attainment levels reviewed termly. • PECS resources to be purchased to support children's engagement. 	SENDCo	Dec 2020/January 2021 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact

4i 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?
	appropriate, e.g. motivating activity bags.	<p>communication difficulties. It's never too late to start PECS, which can be used in conjunction with other approaches such as TEACCH, Portage, ABA.</p> <p>PECS is based on a tried and tested model</p> <p>One reason for the success of PECS is the integration of theoretical and practical perspectives from the fields of applied behaviour analysis (ABA) and speech and language therapy. With a functional perspective, PECS focuses on important and meaningful communication that is initiated by the student rather than being dependent on prompts from another person.</p> <p>PECS focuses on communication that is relevant and motivating to each student</p> <p>Students are taught to exchange pictures for things they want in their environment. For example, if they want a drink they will give a picture of a drink to an adult who will then give them a drink.</p> <p>PECS teaches students to initiate, as spontaneous communication is the goal</p> <p>Using this 'exchange' format, skills that are critical to communication, such as approaching another person, interacting with that person, and doing this spontaneously, are incorporated from the start.</p>			
Improved and increased sensory experiences available to children eligible for EYPP as appropriate.	<p>Ongoing research and training to be completed in relation to developing further the sensory experiences that we offer to children with the aim of meeting their sensory processing needs.</p> <p>Additional resources to be purchased as appropriate</p>	<p>Sensory play allows children to engage with their environment, develop social skills, language and learn. For children with special educational needs where a child's ability to learn in the same way as their peers is affected, sensory play can be highly beneficial.</p> <p>As children learn to use their senses more and more, the better they become at exploring the world via those senses. For</p>	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Sensory resources to be purchased with the aim of promoting engagement. 	SENDCo	<p>Dec 2020/Jan 2021 – identify children and intervention strategies in place</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>

4i 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?
	and offered to children in an ongoing manner.	instance, if a child with SEN is more open to tactile learning, then teaching with this in mind will be beneficial to their individual development.			
Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	Additional resources to be purchased to enable staff to offer more opportunities for children to engage in challenging physical play.	Physical activity promotes: <ul style="list-style-type: none"> • Healthy growth and development • Better self-esteem • Stronger bones, muscles and joints • Better posture and balance • A stronger heart • A healthier weight range • Social interaction with friends • Learning new skills while having fun • Better focus and concentration during school 	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Progress and engagement shared with parents via Tapestry. • Resources which offer opportunities for physical play and challenge to be purchased. 	SENDCo	Dec 2020/Jan 2021 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact
Children accessing a range of experiences which meet individual sensory processing needs.	Additional resources to be purchased to meet the sensory processing needs that individual children have, e.g. in response to guidance given by OT and based on practitioners' knowledge.	<p>Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.</p> <p>Some people with sensory processing disorder are oversensitive to things in their environment. Common sounds may be painful or overwhelming. The light touch of a shirt may chafe the skin.</p> <p>Others with sensory processing disorder may:</p> <p>Be uncoordinated</p> <ul style="list-style-type: none"> • Bump into things • Be unable to tell where their limbs are in space • Be hard to engage in conversation or play <p>Sensory processing problems are usually identified in children. Sensory processing problems are commonly seen in</p>	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Resources to be purchased which can be used during sensory integration activities. 	SENDCo	Dec 2020/Jan 2021 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact

4i 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?
		developmental conditions like autism spectrum disorder. In nursery we offer daily sensory circuit sessions. These are short and snappy sensory motor experiences that help to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during learning.			
Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	Additional resources to be purchased in relation to children's levels of attainment and identified gaps in learning when assessments are reviewed.	Engagement in developmentally appropriate resources will promote increased attention span and task involvement. There will also be opportunities for experiences to be shared with other children. This will also promote the development of social skills.	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. 	SENDCo	Dec 2020/Jan 2021 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact

4i 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?
Increased attendance rates for children eligible for EYPP	'Improving Attendance' flowchart to be followed. Office staff to complete first day response. HT and DHT 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.	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 and DHT are able to offer further support. Staff and families work together to tackle absences including any barriers to attendance.	HT/DHT	July, 2021 Attendance monitored on a half termly basis and more regularly if appropriate.

4i 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?
	'Request for Planned Absence' forms to be used. All forms and letters to highlight the link between attendance and attainment.				
Total budgeted cost					£1500

5. Review of expenditure

5i Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
Improved communication skills as appropriate to individual child's level of ability.	The use of PECS: <ul style="list-style-type: none"> the identification of motivators; use of PECS CD and symbols consistent use of PECS by appropriate children during the nursery session; successes and strategies to be shared with parents. 	Personal Plan targets and assessments BSquared assessments Photographic evidence Observations, e.g. Tapestry	Children will be more able to express their needs and make choices and requests. This will also impact positively on the child's ability to engage socially with others.	£100
Improved and increased sensory experiences available to children eligible for EYPP as appropriate.	The use of a range of sensory resources which promote exploration via all the senses.	<ul style="list-style-type: none"> Observations. Assessment updates, e.g. PPs and BSquared. Tapestry. 	Children will be more able to effectively explore the environment and engage in offered experiences as a result of increased positive sensory play experiences.	£300
Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	The introduction of appropriately challenging resources.	<ul style="list-style-type: none"> Observations. Assessment updates, e.g. PPs and BSquared. Tapestry. 	Children achieving higher levels of attainment in relation to task involvement, attention and listening and also early numeracy and literacy skills.	£400
Children demonstrating increased confidence and skills in relation to their physical	The introduction of varied and appropriately challenging resources.	<ul style="list-style-type: none"> Observations. Assessment updates, e.g. PPs and BSquared. Tapestry. 	Children will be engaging in an enhanced range of activities which promote the development of gross motor confidence and ability.	£300

5i Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
development gross-motor ability.				
Children accessing a range of experiences which meet individual sensory processing needs.	The introduction of additional sensory resources as identified by OT and in response to practitioner knowledge and assessment of children's needs.	<ul style="list-style-type: none"> Observations. Assessment updates, e.g. PPs and BSquared. Tapestry. 	Children, as appropriate, will be engaging in a wider range of sensory experiences and using more equipment. This will be supporting their individual sensory needs and supporting them to have increased well-being and greater levels of task engagement.	£400
Increased attendance rates for children eligible for EYPP	<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</p> <p>HT offers further support to tackle on-going attendance issues</p>	Attendance levels.	<ul style="list-style-type: none"> Attendance levels have increased as a result of staff having conversations with parents to stress the importance of their child attending regularly. Staff have also reassured parents that they should speak with the teacher if they are unsure as to whether they should bring their child to nursery, e.g. borderline/query unwell. 	£0
Total budgeted cost				£1500

6. Evaluation (July 2021)

Evaluation of Progress		
A	Improved communication skills as appropriate to individual child's level of ability.	<p>Communication and Language assessment/tracking:</p> <p>Child 1 October 2020 – focusing plus 16-26mths July 2021 – focusing plus 30-50mths (8 steps of progress)</p> <p>Child 2 October 2020 – focusing plus 0-11mths July 2021 – focusing 8-20mths (3 steps of progress)</p> <p>Child 3 October 2020 – working towards 8-20mths July 2021 – focusing plus 8-20mths (2 steps of progress)</p> <p>Child 4* October 2020 – focusing 8-20mths July 2021 – secure 8-20mths (2 steps pf progress)</p> <p>Child 5** October 2020 – focusing 8-20mths July 2021 – focusing plus 8-20mths (1step of progress)</p> <p>* child 4 was absent for nearly two terms due to shielding in response to COVID-19.</p> <p>** child 5 has profound and complex learning difficulties.</p>
B	Improved and increased play and learning experiences available to children eligible for EYPP as appropriate.	See E below

Evaluation of Progress		
C	Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	Physical Development assessment/tracking: Child 1 October 2020 – focusing plus 22-36mths July 2021 – focusing plus 30-50mths (4 steps of progress) Child 2 October 2020 – focusing plus 8-20mths July 2021 – focusing plus 16-26mths (4 steps of progress) Child 3 October 2020 – working towards 8-20mths July 2021 – focusing plus 16-26mths (6 steps of progress) Child 4 October 2020 – focusing 16-26mths July 2021 – focusing plus 16-26mths (1 step of progress) Child 5 October 2020 – focusing 8-20mths July 2021 – focusing plus 8-20mths (1 step of progress)
D	Children accessing a range of experiences which meet individual sensory processing needs.	The range of resources and sensory integration opportunities available to children is now much greater than it previously was for those children based in Rainbow Room. Children are supported to access sensory circuit experiences on a 1:1 basis each session if appropriate to their needs. Opportunities for sensory integration are also available in the outdoor play space and also within the forest school environment. Evidence of the children's engagement in these experiences and the positive impact that it has had upon their well-being and capacity to remain focused/on-task has been evidenced, and shared with parents, via their Tapestry learning journal. Bsquared assessments, Personal Plan review documents also evidence the progress that has been made.
E	Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	All children have achieved improved levels of attainment in relation to task involvement, attention and listening and also early numeracy and literacy skills relative to their individual levels of ability. As above, progress and evidence of attainment has been shared with parents via Tapestry and Personal Plan reviews. BSquared assessments and WBI screening also demonstrate progress made.
F	Attendance reduced due to illness or medical appointments.	Attendance levels 2020-2021: Autumn – 84% Spring – 86.5% Summer – 87.4%