

Early Years Pupil Premium Strategy Statement

Summary Information					
School: <i>Lord street Nursery School</i>		Academic Year: <i>2016/17</i>			
Number of children currently on role: 104					
Number of children eligible for EYPP per term:					
	3 termers leaving nursery 2017	5 termers leaving nursery 2017	5 term starters leaving July 2018		
Autumn 2016	58% = 18 children	46% = 12 children			
Spring 2017	64% = 20 children	38% = 10 children	33% = 6 children		
Summer 2017					
Total approx. EYPP budget: £11435.00 2016/2017					
Attainment on Entry and Exit for children in receipt of EYPP who left Nursery in July 2016					
On entry 40% EYPP children were working below D 22-36 mths in PSE and CLL. These vital primary areas of any young child's development are crucial to their wider, subsequent learning and progress.					
Overall 68% of EYPP children were working at below D 22-36 mths in Maths. This result can be seen as a direct result of the impact of poor Communication and Language and PSE.					
EYPP budget changes termly, children who we assume would be eligible aren't always. After each head count date and continual assessment of the children we are able to identify which children are eligible and require support and adapt our plans as required.					
Area of Learning	% Below Age Related Expectations (A.R.E)		% In Line with or above A.R.E		
		Entry D22-36 Mths	Exit D30-50 Mths	Entry S22-36 Mths	Exit S30-50 Mths
Personal, Social and Emotional Development	5 terms	47	27	53	73
	3 terms	33	56	67	44
Physical Development	5 terms	35	20	65	80
	3 terms	28	37	72	63
Communication and Language	5 terms	47	20	53	80
	3 terms	33	38	67	62
Literacy	5 terms	50	25	50	75
	3 terms	42	50	58	50
Mathematics	5 terms	75	20	25	80
	3 terms	61	47	39	53
Understanding the World	5 terms	57	25	43	75
	3 terms	55	31	45	69
Expressive Arts and Design	5 terms	40	20	60	80
	3 terms	47	47	53	53

Barriers to Learning

Lower attainment on entry –

Both EYPP and non EYPP children generally enter nursery below expectations. We recognise the highly negative impact this has on their potential to learn.

Our on-entry assessment shows that many children, including those from the EYPP group, start nursery school at significantly below age- related stages of attainment within CLL and PSE. Low entry levels impact on all areas of learning and children have to make significant progress to catch up.

Mathematics is particularly low and we recognise the highly negative impact this has on their potential to learn. In response to this analysis staff have undertaken Maths Mastery training and cascaded this learning to all members of staff to improve opportunities and progress.

Attendance of EYPP children	Non EYPP children
Autumn 2016 84.18%	79.4%
Spring 2017 74.85%	80.91%

Desired Outcome	Action/s, Implementation	Impact	Monitoring	Cost
<p>Narrow the attainment gap in oral aspect of Communication and Language between children in receipt of EYPP with other children and ensure these children make good progress.</p> <p>Children are able to understand language and demonstrate this by responding to Who, What, Where, Why? Questions for children eligible for EYPP Children eligible for EYPP in nursery will make rapid progress by the end of the year and the majority to be 'on track'</p>	<p>Contribution to additional staffing to provide targeted group/individual work.</p> <p>Small group and 1:1 interventions to provide support to improve C&L skills.</p> <p>Staff already use ECAT strategies which have proven to improve oracy. Staff training in various aspects of C&L strategies to develop oracy in young children Daily small and large groups providing opportunities for development of Communication and Language. Opportunities to follow own interests working alongside peers and adults. Adult led small group activities alongside peers. All staff take every opportunity to immerse children in a rich language led curriculum. Highly qualified staff's informed knowledge of child development and individual children's needs helps them to determine how to coach and mentor children.</p> <p>Targeted story sessions introduced May 2017</p>	<p>Targeted strategies put in place in identified areas of need. Staff have accessed training from Clarity (speech and language) to develop understanding of how children develop language. Highly qualified member of staff who delivers interventions which have proved effective in improving outcomes for children. Small groups undertaken to support children's development</p>	<p>Staff meetings to identify children who require support, targeted small groups, observation and assessment. Regular monitoring of planned programmes of work, continual monitoring and review of progress to inform future plans, during assessment periods to feed into future planning. Ensure member of staff has adequate time to deliver the programme and to collect evidence of progress made. Staff cascade information to relevant staff. Planned lesson observations and learning walks to monitor use of agreed strategies.</p> <p>Spontaneous story sessions being monitored</p>	<p>Cost of member of staff</p>

<p>REVIEW: JULY 2017</p> <p>STAFF LEAD: CR RA</p>	<p>02-05-2017</p> <p>2 members of staff to undertake Talk Boost training and cascade learning to staff. Develop and implement programmes to identified children who will undertake intensive 9 week programme, (to be implemented in September 2017).</p>			<p>Free Training. Resources = £450 staff on training covered internally</p>
Desired Outcome	Action/s, Implementation	Impact	Monitoring	Cost
<p>Extend life experiences for children in receipt of EYPP. Children's vocabulary will be extended. Children are able to use language more freely... they use nouns to name objects with some simple adjectives e.g. - big car. Children eligible for EYPP in nursery will increase their vocabulary and stimulate their thinking skills.</p> <p>REVIEW: MAY & JULY 2017</p> <p>STAFF: SLT</p>	<p>Staff will observe children's interests and extend the children's thinking skills through shared sustained thinking and introduce new vocabulary. Staff will include enrichment activities such as a series of Forest School visits, trips to library, shops, town, to further extend this thinking and vocabulary acquisition.</p>	<p>EYPP children are identified, plans are developed to ensure specific children are targeted depending on their identified needs. Research around extending experiences by taking specific children on visits to extend their interests demonstrate improved knowledge of the world and language acquisition.</p>	<p>Records and assessments are undertaken termly to ensure targets are met and future needs are identified. Gap analysis WelCOMM</p>	<p>£4000 for use of Forest School site and transport Costs absorbed for 2 staff members and supply staff.</p>
<p>EAL proficiency, children's vocabulary will be increased. By the end of the year children will make expected or better age related progress.</p> <p>REVIEW: MAY & JULY 2017</p> <p>STAFF: SLT</p>	<p>Booster group to develop vocabulary and understanding.</p>		<p>Interactions with children will determine understanding and use of language. Records and assessments</p>	

Desired Outcome	Action/s, Implementation	Impact	Monitoring	Cost
<p>Children develop personal and social skills, develop the ability to self regulate. Children develop relationships with staff and each other. Children learn key skills and are able to follow instructions and participate in routines. Children will make accelerated progress by the end of the year, meeting age related expectations or better.</p> <p>REVIEW: MAY & JULY 2017</p> <p>STAFF: SLT</p>	<p>Daily key worker groups enable social skills to develop in small family supportive groups. Adults model behaviours for children to adopt. All children offered one dinner session per week. Staff to coach and mentor children in table etiquette at lunch time. Children are offered a variety of healthy food options.</p>	<p>EYFS framework states balanced child and adult led learning opportunities support children's learning.</p>		<p>Nursery provision</p> <p>Dinner costs absorbed by Nursery</p>
Desired Outcome	Action/s, Implementation	Impact	Monitoring	Cost
<p>By the end of the year children will make expected or better age related progress in maths</p> <p>REVIEW: MAY & JULY 2017</p> <p>STAFF: SLT</p>	<p>2 members of staff have undertaken Maths Mastery training over a period of time and have cascaded this learning to all staff who have begun to implement it in to their practice. This measure is available for all nursery children. May 2107 Parents groups have been offered to inform parents to help them understand how we help children to develop their understanding and concepts.</p>	<p>Children are being guided and instructed more in how to develop their skills, concepts and understanding.</p>	<p>SLT Undertaking a moderation exercise termly to ensure all children are assessed against the same criteria.</p>	<p>Nursery provision</p>

Desired Outcome	Action/s Implementation	Impact	Monitoring	Cost
<p>Children's attendance will be improved</p> <p>REVIEW: HALF TERMLY</p> <p>STAFF: SLT</p>	<p>Family Support Worker will contact families weekly and undertake unannounced visits to pursue absences and support parents to improve attendance. Keypersons to support improved attendance and explore any barriers to regular attendance. SLT to offer more targeted support to families if needed</p>	<p>Family support worker and admin staff to produce report related to absences. Regular attendance is key to children's learning and development. Planning for children is difficult to remain consistent when children attend irregularly. Attendance at nursery is non-statutory but establishing good patterns of attendance now will support families in the future</p>	<p>Half termly</p>	

Review of 2016/17 expenditure and actions. Implications for 2017/18

Desired Outcome	Action/s, Implementation, Measures	Ongoing review
<p>Diminish the difference between children in receipt of EYPP with other children and ensure these children make good progress..</p>	<p>Contribution to additional staffing to provide targeted group/individual work for 2 x 2 hour sessions each day. On exit the % of children in line with/above A.R.E. in Communication and Language and Literacy was The attainment gap was also narrowed in</p>	
<p>Extend life experiences for children in receipt of EYPP.</p>	<p>Provision of additional activities and visits to enhance children's experiences.</p>	<p>Continue to provide enrichment activities to enhance children's experiences.</p>
<p>Improved attendance for children in receipt of EYPP.</p>	<p>Parents have a clearer understanding of the importance of regular attendance at Nursery. Attendance has become more regular where support/advice has been provided. Close monitoring of children's attendance. We are able to respond immediately to the needs of parents as we have a Family Support Worker on site.</p>	<p>Continue to provide personalised support to parents where appropriate to ensure good attendance.</p>