

Steps Progress from <i>insert date to insert date</i>						
EYPP 0; non EYPP 0	0 steps	1 step	2 steps	3 steps	4+ steps	% achieving 3 or more steps in 2 terms
MD	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$
UW	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$
EAD	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$	$\frac{\%}{\%}$

3. 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 basic 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>)	
D.	Attendance
E.	Low parental engagement
F.	
G.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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'
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 word, extend their vocabulary and stimulate their thinking skills
D.	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
E.	Improve all 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'
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 engagement and children will make rapid progress as a result

5. Planned expenditure	
Academic year	2017-18
The three headings below, <i>Quality of teaching for all; Targeted support; Other approaches</i> , enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

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	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 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	
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 include enrichment activities such as minibus visits to further extend this thinking and vocabulary acquisition.	The SSTEWE 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 SSTEWE audit tool. Staff have revisited Shared Sustained Thinking through INSET and have been given individual targets around this area. Staff 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					

5ii Planned expenditure - 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	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.	DHT	
Improve all aspects of Mathematical Development for children eligible for EYPP	Small group and 1:1 interventions to provide support to improve understanding of number and 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	
Total budgeted cost					£13,800 (school to subsidise additional cost)

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	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	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	

	<p>meetings to support improved attendance. Introduce 'Request for Planned Absence' forms. All forms and letters to highlight the link between attendance and attainment.</p>				
<p>Improve parental engagement of children eligible for EYPP</p>	<p>Support parents to participate in the following:</p> <ul style="list-style-type: none"> • Stay and Play sessions • Storysacks, maths sacks, music bags and chatterboxes (take home activities) • Home Learning stories • Early TalkBoost parent teacher meetings; taking home Early TalkBoost materials • REAL <p>In-house workshops</p>	<p>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 two 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</p>	<p>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 stories and questionnaires will demonstrate improved parental engagement.</p>	DHT	
Total budgeted cost					

6. Review of expenditure (interim review *insert date*)

6i Review of expenditure (interim review *insert date*) - Quality of teaching for all

Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £

6ii Review of expenditure (interim review *insert date*) - Targeted support

Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £

6iii Review of expenditure (interim review *insert date*) - Other approaches

Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £