

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School				
Academic Year	2017-18	Total PP budget (approximate)	4,200	Date of most recent EYPP Review	October 2017
Total number of pupils	39 (36 July)	Number of pupils eligible for EYPP	14 (16 July)	Date for next internal review of this strategy	July 2018

2. Current attainment (mainstream)				
	<i>Pupils eligible for EYPP</i>		<i>Pupils not eligible for EYPP</i>	
	ENTRY	EXIT	ENTRY	EXIT
% 'on track' in PSE	50%	81%	27%	83%
% 'on track' in C&L	33%	75%	26%	96%
% 'on track' in PD	50%	94%	39%	96%
% 'on track' in LD	0%	44%	0%	70%
% 'on track' in MD	16%	50%	13%	74%
% 'on track' in UW	33%	75%	21%	87%
% 'on track' in EAD	66%	69%	32%	74%

Steps progress - EYPP 16 children non EYPP 20 children	Less than 3 steps	3 steps	4+ steps
PSE	EYPP 19% NON EYPP 25%	EYPP 37% NON EYPP 10%	EYPP 43% NON EYPP 65%
C&L	EYPP 6% NON EYPP 5%	EYPP 31% NON EYPP 30%	EYPP 63% NON EYPP 65%
PD	EYPP 0% NON EYPP 20%	EYPP 37% NON EYPP 40%	EYPP 63% NON EYPP 40%

Steps progress - EYPP 16 children non EYPP 20 children	Less than 3 steps	3 steps	4+ steps
LD	EYPP 0% NON EYPP 0%	EYPP 12% NON EYPP 5%	EYPP 88% NON EYPP 85%
MD	EYPP 0% NON EYPP 20%	EYPP 25% NON EYPP 10%	EYPP 75% NON EYPP 70%
UW	EYPP 0% NON EYPP 15 %	EYPP 25% NON EYPP 15%	EYPP 75% NON EYPP 70%
EAD	EYPP 12% NON EYPP 25%	EYPP 12% NON EYPP 35%	EYPP 75% NON EYPP 40%

3. 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)*

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| 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 *(issues which also require action outside school, such as low attendance rates)*

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|-----------|-------------------------|
| 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 world, 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, *Quality of teaching for all; Targeted support; Other approaches*, 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
Improve all oral 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				£0

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
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
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>	<p>DHT</p>
Total budgeted cost				£0

6. Review of expenditure (review July 2018)

6i Review of expenditure (review July 2018) - Quality of teaching for all

Desired outcome	Intervention	Evaluation/Impact on Learning and Development	Total Cost £
Improve all oral aspects of Communication and Language for children eligible for EYPP	All staff use ECAT strategies to support children's levels of C&L Trained member of staff deliver EY Talk Boost and in house C&L interventions	From an entry of 33% ON TRACK data analysis now shows 75% of the children eligible for EYPP have achieved this level an increase of 42% 63% of children eligible for EYPP have made 4 steps or more progress which is outstanding	£0 (see 6ii)
Children's knowledge and understanding of the world and vocabulary will be extended	Staff use SST prompts to support and extend children's knowledge and experiences	From an entry of 33% ON TRACK data analysis now shows 75% of the children eligible for EYPP have achieved this level an increase of 42% 75% of children eligible for EYPP have made 4 steps or more progress which is outstanding	£0
Children's basic play skills will be developed self regulation improved	Staff model basic play skills in provision Staff use a stepped approach to conflict resolution Staff use conflict resolution fobs to support children's understanding	Data analysis demonstrates that on entry 50% of eligible children were ON TRACK compared with 81% at the end of the year. Formal HT observations indicate staff support children's development of play skills well. Anecdotal evidence from staff and SLT note that children's play skills have improved and developed over time	£0

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

Desired outcome	Intervention	Evaluation/Impact on Learning and Development	Total Cost £
Improve all aspects of Communication and Language for children eligible for EYPP	Small group interventions – EY Talk Boost and specific 1:1 interventions delivered by a trained and experienced member of staff	From an entry of 33% ON TRACK data analysis now shows 75% of the children eligible for EYPP have achieved this level at the end of the year, an increase of 42% 63% of children eligible for EYPP have made 4 steps or more progress which is outstanding Data from Early Talk Boost shows this intervention has had a significant impact on children's C&L development. When assessed on entry to the programme the average (mean) score was 32/68. On completion of the programme this had increased to 56/68	£13,800 (school to subsidise additional cost)
Improve all aspects of Mathematical Development for children eligible for EYPP	Small group and specific 1:1 interventions supported by linked home learning activities delivered by an experienced member of staff	From an entry of 16 % ON TRACK data analysis now shows 50% of the children eligible for EYPP have achieved this level at the end of the year 75% of children eligible for EYPP have made 4 steps or more progress which is outstanding	£0

6iii Review of expenditure (interim review <i>insert date</i>) - Other approaches			
Desired outcome	Intervention	Evaluation/Impact on Learning and Development	Total Cost £
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	Of the 10 poor attenders at the start of the term 7 improved attendance over time and one child accessed Early Help with attendance as one of the priorities. Improved attendance has contributed towards improved outcomes for these children. Poor attendance for the other 3 children has contributed towards a negative impact on their outcomes, specifically around 'Making Relationships' and 'Self-Confidence and Self-Esteem'. Next year an even sharper focus on attendance of the children with EYPP will be put into place.	£0
Improve parental engagement of children eligible for EYPP	Parents specifically targeted to attend Stay and Play, workshops and focus on reporting back the impact of home learning activities-story sacks, maths bags, chatterboxes	<p>Stay and Play sessions have been linked to key themes – mark making, number and shape, early reading, physical development and being healthy, exploring the locality and the natural world. This has provided a focus for staff's modelling of teaching and learning in these areas.</p> <p>Parents have responded positively to the workshops, stay and play sessions and community walks. Their comments demonstrate that the sessions have supported them to understand how everyday activities can be used to support children's learning at home. Some evidence of home learning as a result of improved parental engagement have been shared by parents with nursery staff.</p> <p>Parents feedback from home learning bags and activities has had limited success but from Sept 18 the school is moving to an eProfile with parents registered to access and post on their child's profile. It is anticipated that this format will be more accessible to parents and therefore provide increased feedback.</p>	£0