

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School				
Academic Year	2016/17	Total PP budget (approximate)	£6,600.00	Date of most recent EYPP Review	March 2017
Total number of pupils	48 (3-4)	Number of pupils eligible for EYPP	20 (mainstream)	Date for next internal review of this strategy	July 2017

2. Current attainment (mainstream)				
	Pupils eligible for EYPP		Pupils not eligible for EYPP	
	ENTRY	EXIT	ENTRY	EXIT
% 'on track' in PSE	19%	80%	25%	96%
% 'on track' in C&L	19%	70%	25%	84%
% 'on track' in PD	24%	70%	42%	96%
% 'on track' in LD	14%	45%	25%	84%
% 'on track' in MD	14%	45%	21%	84%
% 'on track' in UW	10%	60%	21%	76%
% 'on track' in EAD	24%	60%	33%	68%

Steps Progress from September 2016 to June 2017						
EYPP 20; non EYPP 28	0 steps	1 step	2 steps	3 steps	4+ steps	% achieving 3 or more steps in 2 terms
PSE	---	8%	25%	45%	20%	65%
	---	5%	36%	41%	18%	59%
C&L	5%	10%	25%	40%	20%	60%
	---	9%	36%	36%	18%	54%
PD	5%	30%	15%	25%	25%	50%
	5%	14%	14%	64%	---	64%
LD	5%	15%	40%	35%	5%	40%
	5%	14%	23%	18%	41%	59%

Steps Progress from September 2016 to June 2017						
EYPP 20; non EYPP 28	0 steps	1 step	2 steps	3 steps	4+ steps	% achieving 3 or more steps in 2 terms
MD	5% ---	20% 9%	40% 14%	20% 45%	15% 23%	35% 68%
UW	5% 5%	10% 23%	45% 32%	40% 41%	--- 9%	40% 50%
EAD	5% ---	25% 23%	35% 23%	25% 27%	10% 27%	35% 54%

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
B.	Poor extended learning experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance
D.	Low parental engagement
E.	Over half are children who will only access 3 terms of Nursey Education
F.	A small number of children eligible for EYPP have additional needs and are being monitored through the SEND process

4. 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.	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
C.	Increase attendance rates for children eligible for EYPP	Reduce the number of persistent absentees among children eligible for EYPP

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
D.	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	2016/17
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.	Inset took place early in September with all mainstream staff trained in Early TalkBoost. 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	Dec 16 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact
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 will be trained to use the SSTEWE audit tool. Staff will revisit Shared Sustained Thinking through twilight training. Staff will complete case studies to demonstrate impact from enriched activities; displays and portfolios will demonstrate impact from ‘project’ type activities	SLT	Dec 16 – identify children and interventions in place Jan 17 – SSTEWE initial audit completed and action plan in place May 17 – case studies produced Ongoing ½ termly progress data reviewed to evaluate impact
Total budgeted cost					£1,650

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	Dec 16 – children identifies 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)

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 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 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	Patterns of attendance are monitored ½ termly. For families who continue to experience difficulty attendance in monitored daily
Improve parental engagement of children	Support parents to participate in the following:	Evidence shows that Parental engagement has a	There will be a good uptake of and response to home school learning activities; parents	DHT	Termly analysis of home learning feedback and

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?
eligible for EYPP	<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 • In-house workshops 	<p>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.</p> <p>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>will attend stay and play, workshops, forest school etc. home learning stories and questionnaires will demonstrate improved parental engagement.</p>		<p>parental engagement activities</p>

6. Review of expenditure (interim review March 2017)

6i Review of expenditure (interim review March 2017) - 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>Staff training on Early Talk Boost</p> <p>Highly qualified member of staff dedicated to deliver the Early Talk Boost programme and C&L interventions</p> <p>Continued use of ECAT strategies by all staff</p>	<p>All staff training in Early Talk Boost – Sept 16</p> <p>Key children identified – Dec 16</p> <p>Staff member delivering the C&L intervention programmes – ongoing</p> <p>Termly review of impact of Early Talk Boost and parental engagement</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p> <p>Lesson observations and SSTEW monitoring indicates all staff are using ECAT strategies</p>	<p>From an entry of 19% ON TRACK now more than ½ the children eligible for EYPP achieve this level.</p> <p>To date 67% of children eligible for EYPP have made 3 or more steps progress in C&L</p> <p>To date the Early Talk Boost programme has been delivered twice. Data shows this intervention has had a significant impact on children's C&L development. When assessed on entry to this programme the average (mean) score was 30/68. On completion of the programme this has doubled to 60/68</p> <p>JULY 17 Data analysis shows that 70% of children eligible for EYPP are now 'on track' to reach a good level of development in Communication and Language. This is a 51% rise from their starting points with, 24 % making 3 steps progress and 71% of children making 4 or more steps progress over the year representing outstanding progress</p>	£1,650
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 provide enrichment activities including educational visits to further extend children's thinking and language acquisition</p>	<p>Dec 16 – SLT trained in SSTEW</p> <p>Staff have revisited SST through twilight training and planning meetings</p> <p>Jan 17 – SSTEW audit conducted (interim audit completed May 17)</p> <p>A variety of enrichment activities through educational</p>	<p>From an entry of 19% ON TRACK C&L now more than ½ the children eligible for EYPP achieve this level. Within UW on entry of 10% ON TRACK has increased to 41%</p> <p>To date 38% of children eligible for EYPP have made 3 or more steps progress in UW</p> <p>Anecdotal evidence and case studies show that educational visits have provided children with greater interest and understanding of their</p>	

6i Review of expenditure (interim review March 2017) - Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £
		visits have taken place	<p>environment. This is demonstrated by their interest in birds – making bird feeders and noticing birds in nursery and planting – making decisions of which fruit and veg to grow in the nursery garden, planting and growing a variety of food, taking care of the nursery garden, understanding that this produce can be eaten (vegetable soup made in nursery, produce picked and eaten at snack-time)</p> <p>JULY 17 Data analysis shows that 60% of children eligible for EYPP are now 'on track' to reach a good level of development in Understanding the World This is a 50% rise from their starting points with, 19 % making 3 steps progress and 77% of children making 4 or more steps progress over the year representing outstanding progress</p>	

6ii Review of expenditure (interim review March 2017) - 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 programme and C&L interventions	<p>Key children identified – Dec 16</p> <p>Staff member delivering the C&L intervention programmes – ongoing</p> <p>Termly review of impact of Early Talk Boost and parental engagement</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>	<p>From an entry of 19% ON TRACK now more than ½ the children eligible for EYPP achieve this level</p> <p>To date 67% of children eligible for EYPP have made 3 or more steps progress in C&L</p> <p>To date the Early Talk Boost programme has been delivered twice. Data shows this intervention has had a significant impact on children's C&L development. When assessed on entry to this programme the average (mean) score was 30/68. On completion of the programme this has doubled to 60/68</p> <p>JULY 17</p>	£13,800 (school to subsidise additional cost)

6ii Review of expenditure (interim review March 2017) - Targeted support				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £
			Data analysis shows that 70% of children eligible for EYPP are now 'on track' to reach a good level of development in Communication and Language. This is a 51% rise from their starting points with, 24 % making 3 steps progress and 71% of children making or more steps progress over the year representing outstanding progress	

6iii Review of expenditure (interim review March 2017) - 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</p> <p>HT offers further support to tackle on-going attendance issues</p>		<p><u>Dec-April 2017:</u></p> <p>The following has resulted in improving the attendance of 4 out of the 5 children whose attendance was concerning :</p> <ul style="list-style-type: none"> • Flexible offer e.g. 15 hours over 3 days • Key worker and/or HT conference with parent/carer • Changing from morning to afternoon session and vice versa <p><u>May-July 2017:</u></p> <p>All of the children eligible for EYPP who had poor attendance showed improved attendance as a result of the systems in place. The school will continue to be rigorous in its attendance procedures for the coming academic year.</p>	
Improved parental engagement of children eligible for EYPP	<p>Home school learning activities provided on a regular basis</p> <p>Stay and Play sessions model teaching/learning opportunities to parents</p>	Monitoring shows differentiated home learning activities are provided on a regular basis Additional 'story bags' have been created to further extend the Early Talk Boost programme	<p>Stay and Play sessions have been linked to key themes – mark making, maths, early literacy. This has provided a focus for staff's modelling of teaching and learning.</p> <p>Parents have responded positively to the workshop activities linked to the Stay and Play</p>	

6iii Review of expenditure (interim review March 2017) - Other approaches

Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total Cost £
	<p>Staff facilitate parental engagement through home learning stories and questionnaires</p>	<p>Stay and Play sessions have taken place</p> <p>Staff have encouraged parents to complete home learning stories and questionnaires</p>	<p>focus. Parents have commented that these sessions have shown them how they can use everyday activities to support children's home learning.</p> <p>Parental completion of home learning stories has had limited success. As a result a dedicated email address has been created for parents to send in photos of home learning. This has resulted in an increasing number of parents sharing home learning activities with nursery</p> <p>Attendance at Stay and Play events has increased. Parental engagement has been further encouraged through the introduction of Family Group Community Walks – modelling how the locality can be used to further children's language development, early literacy and mathematics. Parental feedback from these activities has been very positive with parents suggesting how they can include the activities modelled in their daily routines</p>	