

Early Years' Pupil Premium (EYPP) SEN strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School (Rainbow Room)				
Academic Year	2017/18	Total PP budget (approximate)	£2034	Date of most recent EYPP Review	
Total number of SEN pupils	22	Number of SEN pupils eligible for EYPP	8	Date for next internal review of this strategy	

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.	Appropriate resources not available.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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 2017/18 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 sensory experiences available to children eligible for EYPP as appropriate.	By the end of academic year 2017/18 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).
C.	Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	By the end of academic year 2017/18 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for understanding the world.

3. Desired outcomes		
D.	Increased attendance rates for children eligible for EYPP	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	2016/17
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.	<p>Two additional staff members to access PECS training; this will then mean that there are four PECS trained staff members in Rainbow Room.</p> <p>iPads to be purchased along with PECS app.</p> <p>PECS CD to be purchased to ensure that symbols in use are up to date and more appropriate.</p> <p>Other PECS resources to be purchased as appropriate, e.g. small boards with removable sentence strips and additional aprons as required.</p>	<p>PECS is an approach that develops early expressive communication skills using pictures</p> <p>More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills.</p> <p>PECS is appropriate for people of all ages with a wide range of learning difficulties</p> <p>Originally developed for pre-school children with autism, PECS is now being successfully used with adults and children with a range of 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</p>	<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. 	SENDCo	<p>Dec 2017 – 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?
		<p>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>Research to be completed in relation to developing further the sensory experiences that we offer to children.</p> <p>Additional resources to be purchased as appropriate and offered to children in an ongoing manner.</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 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.</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. 	SENDCo	<p>Dec 2017 – identify children and intervention strategies in place</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>
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	<p>Dec 2017 – 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?
Increased attendance rates for children eligible for EYPP	'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. 'Request for Planned Absence' forms to be used. 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 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 is able to offer further support. staff and families work together to tackle absences including any barriers to attendance.	HT	June, 2018 Attendance monitored on a half termly basis and more regularly if appropriate.
Total budgeted cost					

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 introduction of new symbols iPad app for PECS used as appropriate; 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	6 children identified to benefit from stated resources and experiences. 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.	£1812

5i Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
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. 	Children will be more able to effectively explore the environment and engage in offered experiences as a result of increased positive sensory play experiences.	£111
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. 	Children achieving higher levels of attainment in relation to task involvement, attention and listening and also early numeracy and literacy skills.	£111
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