25365

**Early Years’ Pupil Premium (EYPP) SEN strategy statement**

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| 1. **Summary information** | | | | | |
| **School** | Sandy Lane Nursery and Forest School (Rainbow Room) | | | | |
| **Academic Year** | 2018/19 | **Total PP budget (approximate)** | £1675.86 | **Date of most recent EYPP Review** | January 2019 |
| **Total number of SEN pupils** | 24 | **Number of SEN pupils eligible for EYPP** | 6 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **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)* | |
|  | Delayed speech and language skills. |
|  | Delayed play skills and poor task involvement. |
|  | Delayed gross-motor skills. |
|  | Appropriate resources not available. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Attendance reduced due to illness or medical appointments. |

| 1. **Desired outcomes** | | |
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|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Improved communication skills as appropriate to individual child’s level of ability. | By the end of academic year 2018/19 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for communication and language. |
|  | Improved and increased sensory experiences available to children eligible for EYPP as appropriate. | By the end of academic year 2018/19 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). |
|  | Children demonstrating increased confidence and skills in relation to their gross-motor ability. | By the end of academic year 2018/19 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for physical development. |
|  | 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. |
|  | 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. |

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| 1. **Planned expenditure** | |
| **Academic year** | **2018/19** |
| 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** | | | | | |
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| **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. | In house PECS support/training offered to all staff members.  PECS CD in use to ensure that symbols in use are up to date and more appropriate.  Other PECS resources to be purchased as appropriate, e.g. motivating activity bags. | **PECS is an approach that develops early expressive communication skills using pictures**  More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills.  **PECS is appropriate for people of all ages with a wide range of learning difficulties**  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.  **PECS is based on a tried and tested model**  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 the student rather than being dependent on prompts from another person.  **PECS focuses on communication that is relevant and motivating to each student**  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.  **PECS teaches students to initiate, as spontaneous communication is the goal**  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. | * 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 | Dec 2018/January 2019 – identify children and intervention strategies in place  Ongoing ½ termly progress data reviewed to evaluate impact |
| Improved and increased sensory experiences available to children eligible for EYPP as appropriate. | Research to be completed in relation to developing further the sensory experiences that we offer to children.  Additional resources to be purchased as appropriate and offered to children in an ongoing manner. | 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.  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. | * Targets will be in place for specific children. * Children’s responses and progress will be monitored and attainment levels reviewed termly. | SENDCo | Dec 2018/Jan 2019 – identify children and intervention strategies in place  Ongoing ½ termly progress data reviewed to evaluate impact |
| Children demonstrating increased confidence and skills in relation to their gross-motor ability. | Additional resources to be purchased to enable staff to offer more opportunities for children to engage in challenging physical play. | Physical activity promotes:   * Healthy growth and development * Better self-esteem * Stronger bones, muscles and joints * Better posture and balance * A stronger heart * A healthier weight range * Social interaction with friends * Learning new skills while having fun * Better focus and concentration during school | * Targets will be in place for specific children. * Children’s responses and progress will be monitored and attainment levels reviewed termly. * Progress and engagement shared with parents via Tapestry | SENDCo | Dec 2018/Jan 2019 – identify children and intervention strategies in place  Ongoing ½ termly progress data reviewed to evaluate impact |
| 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. | * Targets will be in place for specific children. * Children’s responses and progress will be monitored and attainment levels reviewed termly. | SENDCo | Dec 2018/Jan 2019 – identify children and intervention strategies in place  Ongoing ½ termly progress data reviewed to evaluate impact |

| **4i Quality of teaching for all** | | | | | | | |
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| **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 | July, 2019  Attendance monitored on a half termly basis and more regularly if appropriate. | |
| **Total budgeted cost** | | | | |  | |

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| **5. Review of expenditure** |

| **5i Quality of teaching for all** | | | | |
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| **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:   * the identification of motivators; * use of PECS CD and symbols * 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 | **4 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. |  |
| 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. | * Observations. * Assessment updates, e.g. PPs and BSquared. * Tapestry. | Children will be more able to effectively explore the environment and engage in offered experiences as a result of increased positive sensory play experiences. | £500 (training)  £400 (resources) |
| Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills. | The introduction of appropriately challenging resources. | * Observations. * Assessment updates, e.g. PPs and BSquared. * Tapestry. | Children achieving higher levels of attainment in relation to task involvement, attention and listening and also early numeracy and literacy skills. | £500 |
| Children demonstrating increased confidence and skills in relation to their gross-motor ability. | The introduction of varied and appropriately challenging resources. | * Observations. * Assessment updates, e.g. PPs and BSquared. * Tapestry. | Children will be engaging in an enhanced range of activities which promote the development of gross motor confidence and ability. | £300 |
| Increased attendance rates for children eligible for EYPP | Improving attendance flow chart in place and used by all staff  Staff provide support for families to identify barriers and improve attendance  HT offers further support to tackle on-going attendance issues | Attendance levels. | * 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. |  |

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| **6. Evaluation** *(July 2019)* |

| **Evaluation of Progress** | | |
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| A | Improved communication skills as appropriate to individual child’s level of ability. | All children have made good progress in relation to their communication skills over the school year. Of the 6 children eligible for EYPP, three children met their individualised targets for C&L in the summer term, two children were near to meeting their target and one did not meet their summer target. See below:   * One child did not make the progress anticipated in this area due to his very significant and complex needs although he did make progress in the other prime areas.   Future Actions;   * Continue to implement PECS in an ongoing and consistent manner. * Maximise opportunities to implement PECS during TEACCH sessions. * Continue to strive to ensure that targets set are realistic and attainable although still appropriately challenging. * Continue to stress the importance of high levels of attendance to parents/carers and highlight the impact that absence has on progress and attainment. * Ensure that all staff are using a total communication approach consistently, e.g. on-body signs, Makaton, PECS, spoken language. | |
| B | Improved and increased sensory experiences available to children eligible for EYPP as appropriate. | All children eligible for EYPP have benefited from access to a greater range of stimulating sensory experiences and engagement in a daily sensory circuit experience. These have taken place indoors, outdoors and also in the Lighthouse (sensory room). The children have also benefitted from the increased use of the OmiVista (light/image projecting equipment). This has also promoted their awareness and understanding of cause and effect and the development of gross motor skills.  Future Actions:   * Further research in to sensory processing will take place in the autumn term and the coming year. Changes to the sensory circuit experience will be implemented in response to this research. Sensory assessments will be commissioned by Shine Therapy as funding permits and in response to individual needs. * Resources will be increased to ensure that sensory room sessions are structured and have a specific focus. * A TA will have the Lighthouse as a performance management target and will develop this resource in line with the needs of the children. | |
| C | Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills. | All children eligible for EYPP have very much benefitted from accessing a range of nursery experiences, including weekly visits to the Forest for ‘Forest School Experiences’, time in Garden Room, inclusive experiences in Rainbow Room, sensory circuit, using the sensory room and also the developed outdoor space with its additional equipment.  BSquared data indicates the following in relation to ‘Understanding the World’:  **October 2018 July 2019**  Pupil 1 26% (0-11 months) 11% (8-20 months)  Pupil 2 52% (0-11 months) 51% (8-20 months)  Pupil 3 38% (8-20 months) 86% (16-26 months)  Pupil 4 64% (0-11 months) 68% (8-20 months)  Pupil 5 40% (8-20 months) 88% (16-26 months)  Pupil 6 28% (8-20 months) 36% (16-26 months)  All children have made pleasing and significant progress.  Future Actions:   * Resources specific to individual children’s needs will continue to be purchased. * The nursery environment will continue to be developed, e.g. outdoor space, the Lighthouse (as above). * Mini bus visit visits to take place on a regular basis to further promote children’s engagement and opportunities to access new experiences. (Cultural Capital). * TEACCH sessions will incorporate the use of new resources to ensure the children are accessing a broad range of experiences rather than those which are of most interest to them. * Inclusive experiences will continue to take place, therefore, giving the children the opportunity to access further resources and experiences. | |
| D | Increased attendance rates for children eligible for EYPP | Attendance for these six pupils has been good throughout the year; they have been absent only when particularly unwell. I feel parents have been supported to understand that if they are only a little ‘off colour’ that they should bring them to nursery and staff will ensure that they are effectively supported. This has enabled the children to achieve the best outcomes. | |