

HINDLEY NURSERY SCHOOL

Early Years Pupil Premium Strategy Statement 2018-19

1. Summary information					
Academic year	2018-2019	Total EYPP budget	Estimated £6646.20	Date of most recent EYPP review	December 2018
Total number of children	120	Number of children eligible for EYPP	22	Next internal review of this strategy	Spring Term 2019

2. Current attainment (exit data from 17/18)		
	Children eligible for EYPP	Full cohort
% achieving expected/ above the level expected for their age in prime areas	44%	69%
% achieving expected/ above the level expected for their age in literacy	43%	61%
% achieving expected/ above the level expected for their age in mathematics	39%	57%
% making at least good progress from starting point in prime areas	66%	80%
% making at least good progress from starting point in literacy	50%	80%
% making at least good progress from starting point in maths	61%	81%

3. Barriers to future attainment	
In school barriers	
	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning
	Low starting points in prime areas, literacy and mathematics across the cohort
External barriers	
	A small number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes
Desired outcomes	
	Improve outcomes for the prime areas and literacy for children eligible for EYPP on transition to Reception class
	Improve self-regulation, well-being and involvement to support future attainment and progress
	Develop children's characteristics of effective learning

4. Challenging the more able	
Providing depth and extension	

	Secure increased challenge for children who are at expected levels or above by providing enriched activities to deepen and extend learning experiences in literacy.
Supporting progress and attainment	
	Use ability groups to target and challenge children's learning with a particular focus on literacy development
Desired outcomes	
	Increase % of EYPP children making good or better progress in the prime areas and literacy

5. Planned expenditure					
Academic year		2018-2019			
i. Quality of teaching for all					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Improve outcomes in CLD and literacy	Staff training on high quality literacy provision: <ul style="list-style-type: none"> • Drawing the write way • Elklan • Signalong • Helicopter Stories 	Children eligible for EYPP enter nursery with low starting points in CLD and literacy when compared to the rest of the cohort. We want to increase staff knowledge to develop a comprehensive approach to teaching CLD and literacy in the early years, which can be embedded across the school. <i>Action Research from Douglas Valley Nursery Schools shows impact of Drawing the Write Way on % of children at ARE in writing.</i> CLD and Literacy identified from data.	Staff to attend in house training and disseminate to others. Training ideas and principles to be embedded into nursery provision.	Headteacher / Deputy headteacher	Jan 19
Develop the children's opportunities for COEL, well-being and involvement to increase levels of engagement	Provide activities linked to children's interests through the PLOD approach this will aim to improve % of good and outstanding progress in prime areas.	COEL are vital in developing Life long learning attitudes and skills. How children learn is as important as what they learn. Levels of progress identified from data. <i>Ferre Leavers identifies that high levels of well-being and</i>	Children targeted to engage in PLOD activities.	Deputy Headteacher	June 2019

		<i>involvement lead to deep level learning.</i>			
Total budgeted cost					£
ii. Challenge for the more able					
Improve % of children at expected or above in CLD and literacy	Implement the 'helicopter stories' intervention to support literacy. Use the talking tables intervention to support narrative building and storytelling Using and applying letters and sounds will be linked to the interventions for the HAP children.	<i>Trisha Lee's book Princesses, Dragons and helicopter Stories - Stories and fantasy play engage all young children and help them to draw connections and make sense of the world. Make Believe Arts Helicopter Stories are tried, tested and proven to have a significant impact on children s literacy and communication skills, their confidence and social and emotional development. Based on the storytelling and story acting curriculum of Vivian Gussin Paley, this book provides a practical, step-by-step guide to using this approach with young children.</i> <i>Adapted from Talking Tables by Fleur Griffiths to promote literacy.</i>	Children's progress and attainment monitored regularly through supervision and termly reports	Lead teachers	March 2019
Total budgeted cost					
iii. Targeted support					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Improved outcomes in self-regulation, well-being and involvement to support higher % of reaching ARE in prime areas	Small group Learning to Learn intervention delivered to children with SEND or emerging needs.	<i>Joint work with the local authority TESS team.</i> <i>Early Excellence 100 review show that best indicators of future attainment and progress are Prime areas, Self-Regulation and Executive Functioning.</i>	Deputy Headteacher will be keyworker for Learning to Learn group. Intervention to be delivered daily.	Deputy Headteacher	June 2019
	Well-being Project to be delivered to EYPP children	Prime areas identified from data.	Well-being champion to ensure that EYPP children are targeted for well-being sessions.	Teacher	Jan 2019
Total budgeted cost					£

Review of expenditure for previous academic year 2017-18

i. Quality teaching for all

Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions.	Invest EYPP to create longer term change which will help all pupils. Small group interventions with highly qualified staff have been shown to be effective.	Progress and attainment data used to identify children who required interventions. Interventions were put into place.	£1518.45
Improve outcomes in literacy	Staff training on high quality literacy provision	Increase staff knowledge to develop a comprehensive approach to teaching literacy.	Training has improve knowledge of Helicopter stories and Talking Tables – this approach has been piloted with some EYPP children.	£1749.00
Develop the children's opportunities for moving and handling and COEL to help them to develop as effective and motivated learners	Woodland nursery activities	Improved COEL and PD skills	71% of children made good or better progress in moving and handling.	£1979.55

ii. Challenge for the more able

Provide depth and challenge to children who are expected levels or above to increase the % of children at ARE	Use of PLODS to extend learning. Use of helicopter stories and talking tables to extend provision in literacy.	Improved CLD and literacy Improved COEL through PLODS	Helicopter stories and talking tables used to target HAP children. High levels of well-being and involvement during the PLODS and real life opportunities to use literacy and maths to enhance the curriculum experiences.	£0
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iii. Targeted support

Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Improved outcomes in Literacy by engaging parents in home school learning	Small group workshops for parents and children that support literacy outcomes	Research has shown that children's attainment levels and progress benefits from parental involvement and support	Workshops have been beneficial in engaging parents and helping them to support children with learning.	£0
Improved attendance and family circumstances	Contribute to the salary of the pastoral worker	Individual families are supported with their attendance.	Attendance can have a direct impact on progress and attainment. This is an ongoing	£707.55

			issues for our vulnerable families.	
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