

# HINDLEY NURSERY SCHOOL

## Early Years Pupil Premium Strategy Statement 2019-20

1. Summary information			
Academic year	2019-2020	Total EYPP budget	Estimated £6646.20
Total number of children	120	Number of children eligible for EYPP	22

2. Current attainment (exit data from 18/19)		
	Children eligible for EYPP	Full cohort
% achieving expected/ above the level expected for their age in prime areas	57%	71%
% achieving expected/ above the level expected for their age in literacy	48%	65%
% achieving expected/ above the level expected for their age in mathematics	50%	63%
% making at least good progress from starting point in prime areas	63%	76%
% making at least good progress from starting point in literacy	64%	73%
% making at least good progress from starting point in maths	53%	76%

3. Barriers to future attainment	
<b>In school barriers</b>	
	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
<b>External barriers</b>	
	A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes
<b>Desired outcomes</b>	
	Improve outcomes for the prime areas as these are the future building blocks for success in education and life long learning
	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.
<b>Supporting progress and attainment</b>	
	Use ability groups to target and challenge children's learning with a particular focus on literacy development
<b>Desired outcomes</b>	
	Increase % of EYPP children making good or better progress in the prime areas and literacy development

<b>5. Planned expenditure</b>					
Academic year		2018-2019			
<b>i. Quality of teaching for all</b>					
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	Implement Drawing the write way interventions	<p>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.</p> <p><i>Action Research from Douglas Valley Nursery Schools shows impact of Drawing the Write Way on % of children at ARE in writing.</i></p> <p>CLD and Literacy identified from data.</p>	Staff to identify children who are at risk of not making good progress or not reaching ARE and implement the Drawing the Write Way intervention	Deputy headteacher	Jan 20
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.	<p>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.</p> <p><i>Ferre Leavers identifies that high levels of well-being and</i></p>	Children targeted to engage in PLOD activities.	Deputy Headteacher	June 2020

		<i>involvement lead to deep level learning.</i>			
<b>ii. Challenge for the more able</b>					
Improve % of children at expected or above in CLD and literacy	<p>Implement the 'helicopter stories' intervention to support literacy.</p> <p>Use the talking tables intervention to support narrative building and storytelling</p> <p>Using and applying letters and sounds will be linked to the interventions for the HAP children.</p>	<p><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></p> <p><i>Adapted from Talking Tables by Fleur Griffiths to promote literacy.</i></p>	Children's progress and attainment monitored regularly through supervision and termly reports	Lead teachers	March 2020
<b>iii. Targeted support</b>					
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	<p>Staff training with Lisa Wisher focused on how early trauma effects brain development and children's ability to learn. This will improve Small group <b>Learning to Learn</b> intervention and <b>Well-being</b> intervention delivered to children with SEND or emerging needs.</p>	<p><i>Early Excellence 100 review show that best indicators of future attainment and progress are Prime areas, Self-Regulation and Executive Functioning.</i></p> <p><i>Lisa Wisher is an experienced Social Worker, Trainer and qualified <b>Psychotherapist</b>, with a background in training on issues around mental health, children and the particular challenges of adoption. This knowledge will improve staff's understanding of how to support vulnerable children.</i></p>	The knowledge is implemented though every day practice at HNS but in particular the targeted work with Learning to Learn groups and Well-being groups.	Deputy Headteacher/ Senior HLTA	June 2020

### Review of expenditure for previous academic year 2018-19

#### i. Quality teaching for all

Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Improve outcomes in CLD & literacy	Staff training on high quality literacy provision <ul style="list-style-type: none"> <li>• Drawing the write way</li> <li>• Elklan</li> <li>• Signalong</li> <li>• Helicopter Stories</li> </ul>	Increase staff knowledge to develop a comprehensive approach to teaching literacy.	Outcomes for children have continued to improve. (evidenced in exit data)	£2265.75
Develop the children's opportunities for COEL, well-being and involvement and increase levels of engagement	Woodland nursery activities	Improved COEL and PD skills	Childrens well being and levels of involvement have improved following the projects (evidenced in teachers reports)	£2503.75

#### ii. Challenge for the more able

Improve % of children at expected or above in CLD and literacy	Implement: <ul style="list-style-type: none"> <li>• helicopter stories</li> <li>• talking tables</li> <li>• Letters and sounds</li> </ul>	Improved CLD and literacy	% of children at ARE in the prime areas of learning and literacy have increased from previous year <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><b>17/18</b></td> <td style="text-align: center;"><b>18/19</b></td> </tr> <tr> <td>Prime</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>Literacy</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">48%</td> </tr> </table>		<b>17/18</b>	<b>18/19</b>	Prime	44%	57%	Literacy	43%	48%	£0
	<b>17/18</b>	<b>18/19</b>											
Prime	44%	57%											
Literacy	43%	48%											

#### iii. Targeted support

Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Improved outcomes in self regulation, well being and involvement to support higher % ARE in prime areas	Learning to Learn  Well being project	A focus on children's ability to become learners will have a greater impact on their future attainment	Effective interventions teachers report shows increase in children's well being and involvement and ASQ scores	£0