

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Ditton Nursery School				
Academic Year	2016/17	Total EYPP budget	£7088.91	Date of most recent EYPP Review	July '17
Total number of pupils	77	Number of pupils eligible for EYPP	28	Date for next internal review of this strategy	September 17

2. N2 Attainment	N2 Pupils eligible for EYPP		N2 Non EYPP	
	On entry	July 17	On entry	July 17
% 'on track' in PSE	24%	78%	39%	75%
% 'on track' in PD	41%	88%	54%	75%
% 'on track' in C&L	45%	89%	49%	68%
% 'on track' in Lit	31%	78%	56%	60%
% 'on track' in Maths	23%	73%	20%	66%
% 'on track' in UW	37%	83%	39%	62%
% 'on track' in EAD	31%	66%	52%	59%
N1 Attainment	N1 Pupils eligible for EYPP		N1 Non EYPP	
	On entry	July 17	On entry	July 17
% 'on track' in PSE	0%	70%	22%	83%
% 'on track' in PD	14.5%	60%	11%	82%
% 'on track' in C&L	7%	80%	44%	84%
% 'on track' in Lit	0%	40%	0%	75%
% 'on track' in Maths	0%	70%	0%	84%

% 'on track' in UW	0%	80%	0%	83%
% 'on track' in EAD	28.5%	70%	33%	92%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low baseline 'Communication and Language' levels impacting on other areas of learning
B.	Lack of technological equipment to extend and develop logical thinking skills
C.	Ability to manage Feelings and Behaviour having a detrimental effect on learning

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance
E.	Low parental engagement

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the development of Listening and Attention, Speaking and Understanding skills	EYPP children to make above expected progress to ensure that an increase in the percentage of children in line or above the expected level on exit
B.	Extend children's understanding and use of technology to support learning	EYPP children to make above expected progress to ensure that an increase in the percentage of children in line or above the expected level on exit
C.	Improve children's ability to manage their feelings and behaviour	EYPP children to make above expected progress to ensure that an increase in the percentage of children in line or above the expected level on exit
D.	Increase attendance rates for children eligible for EYPP	Reduce the number of persistent absentees among children eligible for EYPP
E.	Improve parental engagement	Parents of children eligible for EYPP in nursery will improve their engagement and children will make rapid progress as a result

3. Planned expenditure

Academic year	2016/17
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i. 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 the development of Listening and Attention and Speaking skills	Targeted staff development via lesson observations / high quality feedback, use of visual cues	Strengths and areas of development identified to ensure that all learning opportunities are capitalised on and consistently used. I CAN strategies are known to be effective when used consistently	Planned lesson observations and learning walks to monitor use of agreed strategies	SLT	July '17
	Use of play club bags to reinforce letters and sounds phase 1 / listening skills	Engaging parents is an effective way of supporting children's development. The EEF toolkit evidences that a number of studies have identified the positive impact of encouraging parents to talk with their children. The use of play club bags offers structured short engaging activities to support parents in helping their children	Each KP is responsible to ensuring that all families have access to the bags, starting with the EYPP children. Parents asked to provide feedback	AHT	April '17
	'Rugby' sessions focussing on listening and attention, physical skills, self-regulation	We want to provide positive male role models within a female oriented early years setting to observe the effect this has on children's listening and attention skills and thus other areas of the curriculum.	All staff to participate in and monitor the sessions to observe children's listening and attention and if this changes. Strategies used to be continued with children after the sessions have finished	SLT	July'17
Extend children's understanding and use of technology to support learning	Widen the range of technological equipment available to children so that staff are able to assess children more accurately in this area and children are encouraged to think clearly about its use	Technological equipment has been limited. Developing the range of equipment will support children in problem solving and thinking logically. Data indicates that EYPP children have lower baseline on entry than non EYPP	SLT to monitor planning and assessments for this area.	AHT	Jan '17
Improve children's ability to manage their feelings and behaviour	Whole staff INSET training, Managing Feelings and Behaviour	Use of puppets to support children in learning how to manage feelings and behaviour and to develop self-control is well known. The EEF toolkit cites that A number of studies also suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and	Staff INSET training followed by SLT monitoring use of strategies via planned activities	Teaching staff	July '17

i. 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?
		persistence.			
Total budgeted cost					£1985.20
ii. 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
Improve the development of Listening and Attention , Speaking and Understanding skills	Small group interventions based on SLT Speech Development pack; Letters and Sounds phase 1	This support is targeted at specific children who require speech development / specific focussed listening and attention. Small group targeted intervention has proven to be effective as recommended within Early Talk Boost	10x20 minute sessions planned to run each week, plus targeted play support within continuous provision with evidence collated re effectiveness of the session	AHT	July '17
Total budgeted cost					£4803.71 plus within nursery resources

iii 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?

iii 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?
Improve parental engagement and Increase attendance rates for all children	Planned stay and play sessions focusing on the importance of rhyme to language and literacy development linked to play club bags; plus the importance of talking to children and sharing stories. LA communication consultant to run parent sessions at Summer term Stay and Pay	Engaging parents is an effective way of supporting children's development. Helping parents to understand the importance of preschool education and establishing regular attendance patterns. Parents to be encouraged to look at children's folders and offered individual times to speak to staff around child's development	SLT to plan clear sessions for each key group. Children to 'invite parents' in to stay and play. Verbal and written feedback re parental feelings to be obtained.	SLT	July '17
	Developing a home school library within the family room	Making parents feel welcome within a setting has known benefits (EEF toolkit) in terms of parental engagement and impact for home learning.	Each key group to have allocated time within the home school library so that children can choose a book with their parents and take it home to share.	AHT	July '17
Increase attendance rates for children eligible for EYPP	Newsletters emphasising importance of regular attendance and requesting calls to Nursery on the 1 st day of absence Termly report to parents on children's attendance Admin to make weekly calls to families of non-attenders and to monitor persistent absentees weekly. Keypersons to support improved attendance and explore any barriers to regular attendance SLT to offer more targeted support to families if needed	Regular attendance is key to children's learning and development. Planning for children is difficult to remain consistent when children attend irregularly. Attendance at nursery is non-statutory but establishing good patterns of attendance now will support families in the future	Admin calls made weekly. HT to back up this with calls to persistent non-attenders.	HT	July '17

iii 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?
Improve the development of Listening and Attention , Speaking and Understanding skills	Staff meeting training re use of Wellcomm screening	Wellcomm is a proven tool for identifying, supporting intervention strategies, measuring progress. Staff trained in the use of this tool will then complement the interventions already taking place and support in measuring progress	HT to monitor the training session Staff to shadow LA consultant in delivering the tool Staff to indicate confidence in undertaking assessments	AHT / HT	July '17
Total budgeted cost					£300 plus from within nursery resources

3. Review of expenditure

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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Improve the development of Listening and Attention, Speaking and Understanding skills</p>	<p>Targeted staff development via lesson observations / high quality feedback, use of visual cues</p> <p>Use of play club bags to reinforce letters and sounds phase 1 / listening skills</p> <p>'Rugby' sessions focussing on listening and attention, physical skills, self-regulation</p>	<p>Large majority of children eligible for EYPP funding made at least expected progress in Communication and Language with between 20% and 30% making above expected progress resulting in 89% of N2 EYPP children exiting in line or above for Communication and Language. The impact was less for the non EYPP children indicating that targeted support helped them most significantly.</p> <p>Play club bags have been extremely successful in supporting children and parents at home. Anecdotal evidence includes parent comments "Play club bags are a fun way to continue structured learning at home"; "We do a lot more role play especially since the blue bags were introduced, we play 'I spy' so she learns about letters and lots of nursery rhymes."</p> <p>Staff observed children to enjoy 'Diddikicks' sessions with children being engaged, focussed and listening carefully to the coaches. Coaches supported children's self-confidence and physical development. Boys were observed to engage effectively with male role models.</p>	<p>This has represented a start but to enable all children to benefit fully from this we will continue to support staff development this will be extended over the next academic year, looking at auditing extended teaching and learning to support communication skills which should then impact on other EYO's.</p> <p>Playclub bags and Diddickicks scheme to be continued and extended over the next academic year.</p>	<p>£1985.20</p>
<p>Extend children's understanding and use of technology to support learning</p>	<p>Widen the range of technological equipment available to children so that staff are able to assess children more accurately in this area and children are encouraged to think clearly about its use</p>	<p>68% EYPP children made at least expected progress in technology with 43% making more than expected progress resulting in an increase of 41% N2 EYPP children in line or above within technology on exit. The impact for non EYPP children was similar with 81% exiting inline or above within technology. SLT monitoring indicated that planned focussed activities supported this rise in attainment.</p>	<p>Continue to use school resources to ensure that technological equipment is enhanced this supporting attainment. In the future this will also include technological equipment that supports imaginative play.</p>	
<p>Improve children's ability to manage their feelings and behaviour</p>	<p>Whole staff INSET training, Managing Feelings and Behaviour</p>	<p>86% EYPP children made at least expected progress in Managing Feelings and Behaviour with 43% making more than expected progress resulting in an increase of 41% N2 EYPP children in line or above on exit. The impact for non EYPP children was similar with 75% exiting inline or above.</p>	<p>INSET training was based on small group activities and these will continue to be rolled out during key person time as part of our commitment to supporting Managing Feelings and Behaviour and working to Nurture School status</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the development of Listening and Attention , Speaking and Understanding skills	Small group interventions based on SLT Speech Development pack; Letters and Sounds phase 1	Large majority of children eligible for EYPP funding made at least expected progress in Communication and Language with between 20% and 30% making above expected progress resulting in 89% of N2 EYPP children exiting in line or above for Communication and Language – an increase of 44% .Targeted intervention sessions have also supported PAE development.	Targeted support has made the most impact for EYPP children in improving communication skills compare to non EYPP whose exit attainment data is not a s strong. This will be a focus in the Autumn term with a view to extending the intervention where possible. This will be supported by revisiting the ECAT programme and linked to WELLCOM screening to generate detailed data.	£4803.71 plus within nursery resources
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve parental engagement and Increase attendance rates for all children</p>	<p>Planned stay and play sessions focusing on the importance of rhyme to language and literacy development linked to play club bags; plus the importance of talking to children and sharing stories</p>	<p>Impact on Communication and Language as above. Stay and Play sessions were well received with an increase of 8% parental attendance Autumn to Spring to 58% an just below for Summer. 90.9% of parents indicated that they had found the Stay and Play sessions helped them to understand more about their child's development – "I can see what the key sessions focus on and how I can implement it at home"; "'Stay and Play' showed me that he can play and learn in all different ways"; "Was able to sit in on a group speech therapy session and understand the way he learns"</p>	<p>Stay and Play sessions have proved popular and a good way of engaging with parents. This will be continued next year with planned foci to support parental understanding of how their child learns</p>	
<p>Increase attendance rates for children eligible for EYPP</p>	<p>Developing a home school library within the family room</p>	<p>64% of WYPP children made expected or above progress within reading, with 32% making above expected progress. 78% N2 EYPP children exited at the expected level or above within reading, but this dropped to 60% for non EYPP children.</p>	<p>We need to promote the home school library more next academic year ensuring that all families understand they can access books to share at home. Key group time in the library was not established successfully. This will be looked at again</p>	
<p>Increase attendance rates for children eligible for EYPP</p>	<p>Newsletters emphasising importance of regular attendance and requesting calls to Nursery on the 1st day of absence Termly report to parents on children's attendance Admin to make weekly calls to families of non-attenders and to monitor persistent absentees weekly. Keypersons to support improved attendance and explore any barriers to regular attendance SLT to offer more targeted support to families if needed</p>	<p>N2 EYPP children's attendance increased by 4% over the year to 76.9%, whilst N1 attendance was 79.6%.</p>	<p>Continue to promote good attendance patterns following all the strategies introduced this year.</p>	
<p>Improve the development of Listening and Attention , Speaking and Understanding skills</p>				

lii Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the development of Listening and Attention , Speaking and Understanding skills	Staff meeting training re use of Wellcomm screening	As above re Communication and Language impact	The work was carried out in the Summer term and seems to be valuable in measuring children's language ability and then the impact of interventions. To see fully the impact of the strategy we would like to continue over the next academic year.	£300 plus from within nursery resources