

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Ditton Nursery School				
Academic Year	2017/18	Total EYPP budget	Approx. £ 3300	Date of most recent EYPP Review	Feb 18
Total number of pupils	47	Number of pupils eligible for EYPP	13 Autumn 20 Spring	Date for next internal review of this strategy	May 18

2. N2 Attainment	N2 Pupils eligible for EYPP		N2 Non EYPP	
	On entry	Dec 17	On entry	Dec 17
% 'on track' in PSE	7%	54%	21%	65%
% 'on track' in PD	10%	45%	12%	80%
% 'on track' in C&L	11%	67%	48%	80%
% 'on track' in Lit	7%	39%	8%	60%
% 'on track' in Maths	0%	55%	19%	65%
% 'on track' in UW	0%	53%	11%	75%
% 'on track' in EAD	19%	64%	33%	80%
N1 Attainment	N1 Pupils eligible for EYPP		N1 Non EYPP	
	On entry		On entry	.
% 'on track' in PSE	29%		43%	
% 'on track' in PD	0%		57%	
% 'on track' in C&L	28%		57%	
% 'on track' in Lit	0%		14%	
% 'on track' in Maths	14%		43%	

% 'on track' in UW	14%		57%	
% 'on track' in EAD	14%		57%	

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.	Ability to manage Feelings and Behaviour having a detrimental effect on learning
C.	Lower attainment within Maths compared to non EYPP children

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

D.	Attendance
E.	Parental understanding re importance of home learning
F.	Developing and supporting effective transition

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.	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
C.	Increase attendance rates for children eligible for EYPP	Reduce the number of persistent absentees among children eligible for EYPP
D.	Improve parental engagement	Parents of children eligible for EYPP in nursery will improve their engagement and children will make rapid progress as a result
E.	To support a seamless transition to primary school	EYPP children will have a seamless transition to primary school. Improved confidence in nursery assessments. Baseline and profile data will indicate sustained progress.
F.	Improve attainment within maths	EYPP children to make above expected progress to close the gap between themselves and non EYPP children

3. Planned expenditure

Academic year

2017/18

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 based on SSTEW scales / 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 '18
	ECAT relaunched, training accessed and cascaded and ECAT action plan developed for the whole setting	Supporting the development of listening and attention, understanding and speaking will support development in other EYO's. Thinking about how talking is promoted within the environment will support practitioners to carefully consider the continuous provision to best effect	Review of the ECAT action plan Monitoring children's progress within Communication and language	ELLP SLT	Jan '18
	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	July '18
Improve attainment within maths	'Diddikicks' 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 support the development of 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	May '18
	To widen opportunities for Mathematical learning outside	Low baseline entry for EYPP children. More progress made compared to non EYPP within number and less within shape and space therefore widen resources available to	Staff meeting time dedicated to setting up resources. Teacher to monitor this. Each KP will ensure that all children have access to outdoor	Teacher	Jan18

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?
		ensure that children have lots of access to maths ,materials outside as well as inside	maths opportunities and observations reflect this.		
Total budgeted cost					£590 plus nursery resources
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; Foundations for Understanding	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	3 x 20 minute sessions planned to run each week, plus targeted play support within continuous provision with evidence collated re effectiveness of the session	AHT	May '18
	Targeted use of Welcomm screening to support intervention	Wellcomm is a proven tool for identifying, supporting intervention strategies, measuring progress.	1 screening per EYPP child SENCo to monitor use of the tool to support targeted week	AHT	May'18
Improve children's ability to manage their feelings and behaviour	Focussed circle time activities based on Dossie and Kwarmie pack	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 persistence.	4 planned sessions per week Lesson observations plus scrutiny of data	Teaching staff	July '18
Total budgeted cost					£2,445.54

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.	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 '18
	Extending the use of the 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 '18

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?
Increase attendance rates for children eligible for EYPP	<p>Newsletters emphasising importance of regular attendance and requesting calls to Nursery on the 1st day of absence</p> <p>Termly draw for any child with over 90% attendance</p> <p>Termly report to parents on children's attendance</p> <p>Admin to make daily calls to families of non-attenders and to monitor persistent absentees weekly.</p> <p>Keypersons to support improved attendance and explore any barriers to regular attendance</p> <p>SLT to offer more targeted support to families if needed</p>	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	Jane 18
To support a seamless transition to primary school	To work with Ditton primary staff, focussing on EYPP children to moderate and agree evidence within each of the age bands from 22-36 of the goal for an EYO	Ensuring that assessment is efficient, effective and without bias is a considerable challenge. A successful assessment system will enable all staff to understand thoroughly what is expected to be mastered by children at any given stage of education, and assess their progress towards doing so in a meaningful and fair way	Half termly meetings with a clear focus planned in advance. Agreement in moderation to be achieved and documented. EYPP children to be the basis for discussion.	JS	Jan 18

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?
Total budgeted cost					£262.65 plus additional met from school budget

3. Review of expenditure				
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