

Early Years Pupil Premium Strategy Document 2021-22

| Summary Information | | | | | |
|---|------------------------------------|--------------|------------|-----------|--|
| Executive Headteacher: | Mrs H L Templeton | | | | |
| Disadvantaged/PP Link Governor: | Mrs Jayne Gibson (Meetings termly) | | | | |
| Academic Year | 2021-22 | | | | |
| In school reviews | September 2021 | January 2022 | April 2022 | July 2022 | |
| Total Number of Pupils (3/4yo) | 19 | | | | |
| Total EYPP Budget (combined across each term) | | | | | |
| Number of pupils eligible for PP | | | | | |

| Current Attainment (Reception GLD 2019* - Cohort of 23) | | | |
|---|-------------------|---------------|-----|
| | Non-Disadvantaged | Disadvantaged | Gap |
| Number of children | 12 | 11 | - |
| GLD | 83% | 46% | 37% |
| Reading | 83% | 36% | 47% |
| Writing | 83% | 36% | 47% |
| Number | 92% | 36% | 56% |
| SSM | 92% | 36% | 56% |

*No data has been reported for 2020 or 2021 following pandemic, therefore 2019 data used as a reference point.

| Barriers to Future Attainment for Pupils Eligible for EYPP | |
|--|--|
| In School Barriers (issues to be addressed in school) | |
| 1 | Pupils arrive in nursery with speech and language problems which may lead to issues in attainment and progress in Reception and KS1 |
| 2 | Lack of early experiences in the core subject areas- reading, writing and number may lead to poor progress in Reception and KS1 |
| 3 | Lack of experiences in the wider world may lead to poor progress in Reception and KS1 through children's inability to apply or link new learning |
| External Barriers (issues which require action outside of school such as attendance) | |
| 4 | Health issues may lead to poor attendance and therefore impact on progress in Reception and KS1 |
| 5 | Parenting skills/knowledge of child development, engaging parents/carers to enjoy quality time with their children |

| Desired Outcomes | | Success Criteria |
|------------------|--|--|
| 1 | Early identification of need and subsequent referrals to speech and language therapy alongside a vocabulary-rich curriculum and environment will improve communication in nursery. | Children with speech and language problems will be helped to communicate to have a positive impact on their learning and progress. |
| 2 | Targeted teaching, identified interventions and Gap & Strength Analysis to be used in continuous provision to impact on attainment. | Areas of need will be identified following assessment periods and teaching, environment and interventions will be targeted at addressing these. EYFS staff knowledge of the new Framework will be developed. |
| 3 | Working with the SENDCO and EYFS lead to improve social skills within nursery and to establish curriculum to meet these needs of children. | Nursery children will be able to share and play together. Parents will be aware of strategies to promote this. |
| 4 | Parents to be more informed/skilled and confident about their children's education and development. | Parents/Carers will understand how children learn and develop as well as the importance of healthy eating, boundaries and other health issues that may be a barrier for pupils. |
| 5 | The experiences of children in nursery will be enhanced through visits and visitors. | Children in nursery will take part in activities to enhance their nursery experience. |

| Desired Outcomes | Chosen Approach | Evidence for this and rationale for choice | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? | Reviews |
|---|---|---|---|-----------------------|--|---------|
| Quality of Teaching for all | | | | | | |
| Increased opportunities planned into curriculum for wider experiences following pandemic restrictions. | For nursery children to all have access to visits half termly (even within local area) to support children to make links with their learning and the wider world. | Children have very limited experiences of the wider world. Historically, children have rarely left the estate, and more recently, the Coronavirus pandemic has impacted significantly more on this. Parents can also get involved with this as support will be required for ratios. | Planned visits for whole school year in advance. Pupil Voice & Parent Voice completed to seek views. | JH | January 2022 and ongoing | |
| High-quality texts to be purchased to resource the setting and link to learning. | Resources will be audited. A story-led approach will be used to contextualise children's learning in all areas of the curriculum, but there will be additional story-focused sessions and a maths through stories approach. Additional texts will be sourced linking to continuous provision and all wider teaching e.g. UtW & EAD will link to identified stories as well. | In order to make progress, all areas of nursery need to be resourced well. | Lesson observations Learning walks EYFS to monitor the teaching in key areas | JH CR | January 2019 and ongoing | |
| Stay and Play sessions will be held at half-termly and ensure that parents/carers are involved in their child's learning. | Invite parents/carers into nursery to discuss progress, have learning opportunities modelled to them, look at learning journeys and play with their child(ren). | Parents/Carers need to be involved in their child's education throughout school and if they get involved early, then this may continue throughout school. | DC to monitor attendance at these events. | JH & EYFS Staff | Following each one with a view to 2022-23 sessions to be held and change of theme or recurrence as appropriate. | |
| Training in line with the new EYFS framework to be undertaken by all EYFS staff and additional CPD for EYFS lead. | In-house weekly meetings to focus on key areas of provision, practice or knowledge to develop consistent approach to teaching and learning in line with new framework. | Baseline spotlights to be collated with accurate on-entry points established to target learning. Reception children to access baseline. | Training will primarily be delivered from LA specialists (sometimes with Federated school where appropriate). Good practice etc. will be disseminated across Federation and through local school links. | JH & SLT | Ongoing as needs rise but formally in January 2022 once training needs have been plotted out and some sessions have been accessed. | |
| Total budgeted cost: | | | | | | £1200 |

| Targeted Support | | | | | | |
|--|---|--|--|-----------|---|------|
| Interventions will be targeted to need and outcomes will improve across nursery | Interventions will be put in place for key areas e.g. Future Steps motor groups, individual speech and language programmes. | Following analysis of data and pupil progress meetings, these areas show up as being the weakest. | SLT to be part of Pupil Progress meetings and then monitor progress. DC to monitor interventions for impact. | JH | January 2022 then ongoing | |
| Total budgeted cost: | | | | | | £300 |
| Other approaches | | | | | | |
| EYFS/SLT to work with Health Visitor to advise parents on basic parenting skills e.g. toileting, behaviour, hygiene, healthy eating. | Time for EYFS lead to liaise with the health visitor to support specific parents/carers where needs have been identified from the children or where parents/carers are requesting the support. We have had no contact with health visitor since before March 2020 following pandemic and children have changed in provision so links need to be re-established between school and health professionals to support families. | More children are attending nursery with different issues which are impacting on their progress and attainment- including parental/carer issues resulting from the pandemic. | Feedback and work with the health visitor will be monitored. Impact on behaviour and toileting within the setting. Health Visitor to be invited to all Stay and Play sessions to strengthen relationships between school, health and home. | SLT JH | January 2022 to review support and ongoing where required | |
| Total budgeted cost: | | | | | | £100 |

Measuring the impact of the activities implemented through the Early Years Pupil Premium will be an integral part of all evidence provided. This will link to our formative and summative assessment processes. Spotlights (new for 2021-22) will show progress of the child's holistic development through prime and specific learning and development areas alongside adult-led teaching demonstrated through floor books.

The specific progress of the children in receipt of EYPP will be compared to other children in order to see the difference diminishing.