

DOUGLAS VALLEY NURSERY SCHOOL

Early Years Pupil Premium Strategy Statement

Summary information					
Academic year	2018-2019	Total EYPP budget	Autumn term - £1669.50		Date of most recent EYPP review
Total number of children	58	Number of children eligible for EYPP	15	Next internal review of this strategy	November 2018
					Spring term 2019

Current attainment (2018-2019 cohort – 15 children)		
	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected/ above the level expected for their age in prime areas	36%	28%
% achieving expected/ above the level expected for their age in literacy	13%	12%
% achieving expected/ above the level expected for their age in mathematics	3%	14%
% making at least good progress from starting point in prime areas	62%	85%
% making at least good progress from starting point in literacy	69%	72%
% making at least good progress from starting point in maths	67%	61%

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 literacy and mathematics across the cohort
External barriers	
	Most children eligible for EYPP have been identified as needing support in mathematics
Desired outcomes	

	Improve communication and language skills for children eligible for EYPP on transition to Reception class
	Improve early literacy and mathematical skills for children eligible for EYPP on transition to Reception class
	Develop children's characteristics of effective learning

Challenging the more able	
Providing depth and extension	
	Secure increased challenge for the most able children by covering material in more depth in Literacy and Mathematics.
Accelerating progress through the curriculum	
	Use focus planning and intervention groups, such as the higher ability reading group, to target challenge appropriately.
	Focus interactions on higher order thinking skills and meta cognition to model and support children to recognise and talk about their learning in more depth, supporting creative and critical thinking.
Desired outcomes	
	Increase the number of children eligible for EYPP inline or above the typical level of development in the Prime Areas of Learning, Literacy and Mathematics.

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
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions, focusing on Communication & Language, early Literacy and Mathematics	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, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Identified staff deliver interventions. Children's progress monitored regularly through progress meetings. Use staff meeting and INSET to embed a consistent approach	Deputy headteacher	.

Develop strong Characteristics of Effective Learning (CEL)	Staff development on promotion and acceleration of CEL. With a focus on developing children's creativity and critical thinking skills.	Research undertaken by the Sutton Trust identifies that the greatest impact of Pupil Premium investment was seen through interventions focusing on feedback and meta cognition/ self regulation strategies. Promotion of CEL underpins our practice and provision, we want to further develop the skills of staff in promoting CEL for all children.	Children's progress through the CEL are tracked and identified at termly progress meetings. Staff development opportunities to support understanding of effective learning behaviours, curiosity and higher order thinking skills.	Headteacher	
	Additional nature school sessions.				
Total budgeted cost				Contribution of £1669.50 to staff costs totalling £7017 (Autumn term)	
ii. 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 Communication and Language and Literacy.	Small group sessions using Early Talk Boost Toolkit to support children's communication and language skills to build a firm foundation for future Literacy skills.	Research as shown children's language skills benefit most from having conversations with responsive adults. Early Talk boost is an evidence based programme that supports children's listening attention and vocabulary through retelling narratives and singing songs and rhymes which supports early Literacy.	Organise sessions to ensure staff delivering the session have sufficient time to plan, prepare, deliver and evaluate the programme.	Class Teacher / Senior Early Years Workers	

Improved outcomes in Moving and Handling to support early Literacy skills	Targeted support through continuous provision to support children's fine motor skills and visual motor integration	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Identified staff deliver targeted support. Children's progress monitored regularly through progress meetings.	Class teacher	
Improved outcomes in Mathematics	Targeted support through continuous provision to support children's early mathematical development.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit..	Identified staff deliver interventions. Children's progress monitored regularly through progress meetings. .	Class teacher	
Total budgeted cost				Contribution of £1669.50 to staff costs totalling £7017 (Autumn term)	
Challenge for the more able					
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
Challenge more able children to increase the proportion who are inline or above typical levels of development	Identify more able children. Use differentiated grouping to support Literacy and Mathematical skills.	The Education Endowment Foundation (EFF) teaching and learning toolkit evidences that higher attaining children benefit from different types of grouping.	Staff deliver interventions focused on Reading, Writing and Mathematics. Children's progress in monitored regularly through progress meetings.	Deputy Headteacher	
Total budgeted cost				Contribution of £1669.50 to staff costs totalling £7017 (Autumn term)	

1. Review of expenditure				
Previous academic year		2017 -2018		
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 across the identified areas of learning.	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions, focusing on Communication & Language, Literacy and Mathematics	High: Children eligible for EYPP made similar progress in relation to good or better progress to the rest of the cohort across the prime areas, literacy and mathematics. However proportionally more children eligible for EYPP made better than good progress. Communication & Language and Mathematics were particular strengths.	This enabled teaching to be tailored directly to children's individual needs through both focus teaching and provision and specific interventions. We will continue this next year.	Contribution of £4272.75 to staff costs totalling £21558.
Improve outcomes in the Characteristics of Effective Learning (CEL)	Staff development on promotion and acceleration of CEL. Develop a "Being Curious" approach to support children's CEL, learning behaviours and higher order thinking skills. Additional nature school sessions. Artists Workshops to encourage children to be creative and support creativity and critical thinking.	Monitoring of planning and provision indicated that curiosity is well supported throughout the curriculum and creative and critical thinking is prioritised and showcases children's voices. All children made progress in developing strong characteristics of effective learning, with approx. 2/3 of children positively engaging in (playing and exploring) and being motivated to learn (active learning) independently. The remaining 1/3 were developing these dispositions and attributes. 1/3 of children have highly developed critical thinking skills and ½ were continuing to develop this.	By prioritising 'being curious' staff interactions became increasingly focused on promoting and supporting children's thinking skills. We will continue to develop this over the next year.	Contribution of £4272.75 to staff costs totalling £21558. Artists workshops - £360
ii. Targeted support				

Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Improved outcomes in Communication and Language and Literacy	Small group sessions using Early Talk Boost Toolkit to support children's communication and language skills to build a firm foundation for future Literacy skills.	High: All children accessing ETB made significant progress measured using the ETB tracker. 86% of children eligible for EYPP made good or better progress in Communication & Language. 78% were inline with the typical expectation on exit from nursery. 84% of children eligible for EYPP made good or better progress in Literacy. 41% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Literacy. 50% were judged just below placing them in the right trajectory to achieve the Literacy ELG at the end of the EYFS.	ETB was a successful intervention, which actively involved parents. The small group sessions enabled children's confidence to speak in a group to be developed. We will continue this intervention during the next academic year. Organisation and timing are critical to the success of the programme.	Contribution of £4272.75 to staff costs totalling £21558.
Challenge for the more able				
Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost
Challenge more able children to increase the proportion who are inline or above typical levels of development	Identify more able children. Use differentiated grouping to support Literacy and Mathematical skills.	High: 58% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Mathematics. However on entry data indicates low levels of attainment on entry and 58% of eligible children made better than good progress. 38% were judged just below placing them in the right trajectory to achieve the Mathematics ELG at the end of the EYFS. This is below the 2016 – 2017 attainment data where 75% of eligible children were inline on exit. 41% of children eligible for EYPP were inline with the typical expectation on exit from nursery in	The grouping of children enabled targeted teaching which focused on consolidating and extending skills in Literacy and Mathematics. Accurate assessment was key to ensuring that teaching was appropriately pitched.	Contribution of £4272.75 to staff costs totalling £21558.

		<p>Literacy. 50% were judged just below placing them in the right trajectory to achieve the Literacy ELG at the end of the EYFS.</p> <p>This is broadly in line with 2016 – 2017 attainment data.</p>		
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