

DOUGLAS VALLEY NURSERY SCHOOL

Early Years Pupil Premium Strategy Statement

Summary information					
Academic year	2017-2018	Total EYPP budget	Autumn term - £1444.80 Spring term - £1224.30	Date of most recent EYPP review	April 2018
Total number of children	70	Number of children eligible for EYPP	14	Next internal review of this strategy	Autumn term 2018

Current attainment (2017-2018 cohort – 12 children)		
	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected/ above the level expected for their age in prime areas	58%	70%
% achieving expected/ above the level expected for their age in literacy	38%	62%
% achieving expected/ above the level expected for their age in mathematics	50%	55%
% making at least good progress from starting point in prime areas	64%	74%
% making at least good progress from starting point in literacy	67%	82%
% making at least good progress from starting point in maths	75%	82%

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 communication and language
Desired outcomes	

	Improve communication and language skills for children eligible for EYPP on transition to Reception class
	Improve 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	2017-2018				
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, 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	.

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. Termly Artists Workshops to encourage children to be creative and support creativity and critical thinking. Additional nature school sessions.	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	
Total budgeted cost				£720 – artists workshops Contribution of £1949.10 to staff costs totalling £21558.	
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	Research as shown children’s language skills benefit most from having conversations with responsive adults. Early Talk boost is an evidence	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	

	language skills to build a firm foundation for future Literacy skills.	based programme that supports children's listening attention and vocabulary through retelling narratives and singing songs and rhymes which supports early Literacy.			
Total budgeted cost				Contribution of £1949.10 to staff costs totalling £21558.	
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 £1949.10 to staff costs totalling £21558.	

1. Review of expenditure				
Previous academic year		2016 -2017		
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	Maintain higher than required ratios to facilitate appropriate interventions and personalised support.	High: Small number of children in EYPP cohort (1 child = 13%) Children eligible for EYPP made similar progress to the rest of the cohort, across the prime areas, literacy and mathematics. PSED 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 £3720.40 to additional staff costs totalling £4803.
Improve outcomes in mathematics	Staff training on high quality mathematical provision	High: 75% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Mathematics. 25% were judged just below placing them in the right trajectory to achieve the Mathematics ELG at the end of the EYFS.	The focus on professional development for staff had a significant impact on their confidence to teach mathematics and the quality of mathematical teaching and learning.	£350
Improve outcomes in the Characteristics of Effective Learning (CEL)	Staff development on promotion and acceleration of CEL supported by SSTEWS evaluations.	SSTEWS evaluations indicated improvement in teaching of positive learning behaviours with evaluation scores rising from 4 to 6. All children eligible for EYPP made progress to develop strong CEL.	Using the SSTEWS scales gave staff a clear focus on how to support curiosity and problem solving and using assessment to extend learning and thinking skills. The focus on supporting effective learning behaviours enabled children to be engaged and motivated to learn.	Contribution of £3720.40 to additional staff costs totalling £4803.
ii. Targeted support				
Desired outcome	Activity / approach	Estimated impact	Lessons learnt	Cost

Improved outcomes in Literacy	Small group sessions using Early Talk Boost Toolkit (ETB) 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. 87% of children eligible for EYPP made good or better progress in Communication & Language. 74% were inline with the typical expectation on exit from nursery. 87% of children eligible for EYPP made good or better progress in Literacy. 50% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Literacy. 37% were judged just below placing them in the right trajectory to achieved the Literacy ELG at the end of the EYFS. This is an improvement on 2015 – 2016 attainment data where 20% of eligible children were inline on exit.	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 £3720.40 to additional staff costs totalling £4803.
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: 75% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Mathematics. 25% were judged just below placing them in the right trajectory to achieved the Mathematics ELG at the end of the EYFS. This is	The grouping of children enabled targeted teaching which focused on consolidating and extending skills in Literacy and Mathematics. Accurate assessment was key	Contribution of £3720.40 to additional staff costs totalling £4803.

		<p>an improvement on 2015 – 2016 attainment data where 60% of eligible children were inline on exit.</p> <p>50% of children eligible for EYPP were inline with the typical expectation on exit from nursery in Literacy. 37% were judged just below placing them in the right trajectory to achieve the Literacy ELG at the end of the EYFS. This is an improvement on 2015 – 2016 attainment data where 20% of eligible children were inline on exit.</p>	to ensuring that teaching was appropriately pitched.	
Promote progress in creativity and critical thinking.	Use the SSTEW Scales to identify and develop the adult role in extending learning and supporting higher order thinking.	<p>High: All children eligible for EYPP were assessed as being engaged and motivated to learn.</p> <p>50% of children eligible for EYPP were using and applying critical thinking skills in their learning.</p>	<p>Using the SSTEW scales gave staff a clear focus on how to support curiosity and problem solving and using assessment to extend learning and thinking skills.</p> <p>Consistency in approach from all members of the team was crucial.</p>	Contribution of £3720.40 to additional staff costs totalling £4803.