



Early Years Pupil Premium Strategy Statement 2017-2018

Summary Information

We are able to claim extra Government Funding for some of our children: Early Years Pupil Premium (EYPP). This provides us with an additional 53 pence per hour for 3 and 4-year old children whose parents are in receipt of certain benefits (up to to £302.10 per annum) for EYPP children, with additional funding of up to £2, 000 for children who are in care, or adopted from care. We do not know which children are eligible until they enter Nursery and as we have an intake each term, the school does not know at the beginning of the year how much we will receive for Pupil Premium across the school year.

We closely monitor and assess all of our children's progress, and have seen the very positive impact of these additional interventions on those eligible for Early Years Pupil Premium. Pupils generally show very good progress from their starting points on entry to Hadfield Nursery School.

Barriers to Learning

Our evaluation of this group has shown the group have lower attainment on entry. A significant number of children in receipt of EYPP enter Nursery below age related expectations, particularly in the areas of spoken language skills, some areas of PSED, Mathematics and Understanding the World.

There has also historically been lower attendance levels for some children in receipt of EYPP.

Planned expenditure for 2017/18

Desired Outcome	Action/s	Implementation	Monitoring	Cost for 2017/18
<p>Narrow the attainment gap between children in receipt of EYPP with other children and ensure these children make good progress.</p>	<p>Senior teacher (DM) is responsible for undertaking the audit of individual needs of the children in receipt of EYPP.</p> <p>Individual plans are drawn up according to need. Small groups are planned on the basis of need.</p> <p>Senior teacher will work with individuals/groups this academic year</p> <p>All staff aware of children in receipt of EYPP and ensure they have quality episodes of sustained shared thinking daily.</p> <p>Introduction of Early Talk Boost as an intensive language support intervention which takes place over 9 weeks.</p>	<p>Language groups are delivered by SENTA and Teaching and Learning Assistants, supported by TAs as numbers increase.</p> <p>Individual and small groups supported by the senior teacher.</p> <p>New targets set every term, shared with key workers and parents.</p> <p>Home-school liaison to include rhyme bags, chatterboxes, story bags, maths bags and games. Several maths bags are missing so these need replacing.</p> <p>Extend the library of maths games to include simpler counting games, with a turn-taking element.</p> <p>Whole staff training on Early Talk Boost principles and practice. Purchase of an additional set of manuals and home-school books to support parental involvement.</p>	<p>Termly review of individual children's progress by senior management team.</p>	<p>Use of Senior Management time/SENTA /TLA time already planned within school budget.</p> <p>£500</p> <p>£300</p> <p>£800 training £400 for extra books & manuals</p>
<p>Improving attendance for children in receipt of EYPP.</p>	<p>Close monitoring of children's attendance, using Intergris based system.</p> <p>Parents have a clearer understanding of the importance of regular attendance at Nursery.</p>	<p>Office staff call families in receipt of EYPP early on first day of absence if no message is received. Phone parents within 1 hour of child's first day of absence.</p>	<p>Attendance of this group is monitored termly and reported on to governors.</p>	<p>N/A</p>

		<p>Key person to talk to parent/s concerned regarding the importance of attendance.</p> <p>Continue to provide personalised support to parents where appropriate to ensure good attendance.</p>	<p>Attendance has become more regular where support/advice has been provided.</p>	
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Measuring impact of our strategy

Children's levels of development are baselined during the first three weeks on entry to Nursery. Progress is monitored at the end of each term across the curriculum and next steps planned for the next term.

At the end of a child's time at Nursery, data is collected on achievement and progress, which measures the impact of our interventions and support for this group of children.

To be reviewed end of school year in September 2018

Pupil Premium Spending 2016 to 2017

Total amount of Pupil Premium received: £3,424

During the year 2016-2017 we had 16 pupils eligible and registered for EYPP funding.

Funding expenditure 2016-2017 is shown below

Funding Description	Cost to school	Objective
Staffing Costs	Within teacher release time for Leadership & Management duties Contribution towards teaching assistant costs for 2 terms £2724.	To reduce barriers to learning by providing 1:1 or small group support to work with children and their families. Senior teacher (DM) is responsible for undertaking the audit of individual needs of the children in receipt of EYPP (cost within senior management time). Individual plans drawn up according to need. Small groups planned on the basis of need. Interventions took place for targeted EYPP pupils included Social/Emotional, Mathematics, Language group support during this year. Teaching assistant/s worked with individuals/groups under the guidance and following planning of the senior teacher.
Additional resources for Understanding the World	£500	Built a bank of resources to support aspects of Understanding the World to support group work.
General resources	£200	Photocopying and laminating of individual resources to take home.

Interventions and enrichments offered as part of our extensive curriculum include Forest Schools, Sports partnership, Positive Play, Language support groups, Every Child a Talker, Every Child a Mover, Story bags, Rhyme bags, Number bags, Resident Artist, monitoring of Well-being and Involvement.

Effect of above interventions

All the children except one needed support in Mathematics and several in Personal, Social and Emotional development. 10 children were supported in language support groups.

The majority made good to outstanding progress in most areas of the curriculum.

Progress in Mathematics is higher than expected for all children, even those with additional needs.

Pupil Premium Exit Review July 2017 (showing progress and impact of the above interventions)

Terms at Nursery	Terms of Interventions	Attendance % (2016-17)	Points Progress made																
			Making Relationships	Self-confidence & self awareness	Managing Feelings and behaviour	Listening & Attention	Understanding	Speaking	Moving & Handling	Health & Self-care	Reading	Writing	Numbers	Shape Space & Measures	People & Communities	The World	Technology	Exploring & using media & materials	Being Imaginative
3	2.5	95.68 <small>All A</small>	2	3	3	3	4	3	5	6	5	7	4	5	3	1	7	2	2
3	2.5	90.97 <small>All A</small>	6	6	7	6	6	4	4	4	4	3	4	5	7	6	5	5	4
4	3.5	95.14 <small>All A</small>	6	6	8	6	10	9	6	5	5	5	8	7	8	6	6	7	7
3	2.5	82.26 <small>4.84 A</small>	2	3	6	4	6	3	3	4	4	3	5	3	4	2	2	5	4
3	2	84.41 <small>14.52 A</small>	7	7	5	5	7	7	6	6	6	3	6	5	7	4	4	6	5
5	2	91.94 <small>1 A</small>	6	6	5	6	7	7	5	5	4	4	7	6	7	6	6	6	6
4	2	93.55 <small>2.69 A</small>	6	5	6	7	6	7	4	4	5	6	6	6	6	5	5	7	7
4	2.5	78.07 <small>15 A</small>	6	5	7	7	7	6	6	3	4	5	7	9	7	5	4	5	3
4	3.5	83.33 <small>13.98 A</small>	7	6	6	5	5	7	5	4	6	4	7	6	7	7	9	8	7
3	2.5	88.24 <small>9.09 A</small>	4	4	6	7	4	6	4	4	5	7	7	6	7	3	5	5	5
5	2	96.77 <small>All A</small>	5	5	6	6	7	8	5	6	4	4	5	6	8	7	6	6	5
3	2	94.62 <small>4.3 A</small>	7	6	7	7	8	6	7	7	7	7	7	7	8	6	5	6	5
3	2	81.52 <small>All A</small>	5	5	7	6	5	6	4	3	7	7	8	7	8	6	6	6	6
4	2.5	90.86 <small>2.15 A</small>	6	5	6	4	4	7	6	7	3	6	6	6	6	2	5	5	6
5	3.5	91.40 <small>8 A</small>	5	7	5	4	7	6	4	2	4	5	7	6	7	5	4	6	5
5	2	97.31 <small>All A</small>	6	3	4	5	6	5	8	4	5	2	6	7	7	7	7	6	5
Range of progress			2-7	3-7	3-7	3-7	4-10	3-9	3-7	2-7	3-7	3-7	4-8	3-9	3-8	1-7	2-9	2-8	2-7
Average progress			6.13	5.26	6	6	6.2	6.13	7.3	4.66	4.73	5.06	6.26	6	6.66	4.73	5.26	5.66	5.13

