

Pupil premium strategy statement

1. Summary information					
School	Highfield Nursery School				
Academic term	Autumn 2017	Total EYPP budget	Autumn 17 £1313 Spring 18 Summer 17	Date of most recent PP Review	October 2017
Total number of pre-school pupils	53	Number of pupils eligible for EYPP	Autumn 13 Spring Summer	Date for next internal review of this strategy	January 2018

2. Barriers to future attainment (for pupils eligible for EYPP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor levels of development in speaking.	
B.	Low levels of all three aspects of PSED	
C.	Low levels of concentration and involvement for some children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance for some children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYPP children will make at least good progress in all three aspects of PSED.	90% of EYPP children will make at least 3 steps progress in PSED by July 2018.
B.	The gap in attainment in speaking and understanding compared to listening and attention will close.	Gap is currently 6% , close to no more than 2 % by July 2018.
C.	A high majority of EYPP children including those most able will make at least good levels of progress.	90% of EYPP children, including those most able, will make at least 3 steps progress, averaging over prime and literacy and mathematical development over the year.
D.		

4. Planned expenditure					
Academic year	2017 – 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
Improved attainment in self-confidence and self-awareness and managing feelings and behaviour .	Forest Schools	Data form last year's shows those children engaging in forest fun activities and responsibilities made outstanding progress in PSED.	Track progress of those who access Forest Schools. Regular observations of practice within Forest Schools ensuring quality of delivery.	KS	Termly
Total budgeted cost					2 days a week delivery of Forest School sessions by delivered by HLTA = approx. £9,450
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 implementation?
Improve attainment in speaking and understanding.	Early Talk Boost	Proven record for rapid and sustained progress.	Ensure those EYPP children who require the intervention receive it twice a week. Close tracking of progress throughout the year.	NB	Termly

Total budgeted cost	3 staff trained to deliver Three sessions weekly sessions of Early Talk Boost = 3 hours of TA3 time =3 hours of Teacher Approx.. £5,305
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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 attendance of EYPP children.	Close tracking of attendance. Daily phone calls to chase absenteeism. Offer parents support from WPEH centre if required.	Those children who make the most progress have good, regular attendance.	Record of tracking and conversations.	SC	Half termly.

Total budgeted cost

HT and admin time.

5. Review of expenditure

2016- 2017 Total EYPP income £3323.00

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
Rapid progress and attainment to be made in the areas of learning literacy and mathematical development	Assistant Head Teacher supernumerary to deliver extra teaching to targeted groups of children; focus on low level and high abilities.		Excellent impact on progress when outstanding when senior teacher focusing on interventions for most vulnerable children. We only had a term to complete this intervention and it proved success, this will continue next year.	Cost of senior teacher delivering 6 sessions a week for one term.

ii. Targeted support

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

Improved outcomes in speaking	Two language interventions: Wellcomm and early Talk Boost	Outstanding progress across all three aspects of communication and language. Sept 16 50% of EYPP children were attaining in age appropriate bands of development. July 2017 88% of EYPP children were attaining in age appropriate bands of development.	Wellcomm was being used to support Communication and Language in 2 year olds. Early Talk Boost was for 3-4 year olds. Early Talk Boost have had much better impact than Wellcomm. Staff feel they have the time capacity to teach Early Talk Boost. Next year we will replace Wellcomm with Chattering Chimps.	Wellcomm £500 to buy resources/pack. Training £300. Early Talk Boost training/resources £1500
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iii. Other approaches

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
Improve attendance and punctuality.	Whole school approach. Office staff daily phone calls to chase absences, senior staff to provide literature and meet with parents benefits of good attendance.	This is difficult to measure because SIMS was not being used effectively prior to April 2017, so no true baseline figures could be pulled. Punctuality has definitely improved, the vast majority of children arrive at the beginning of the session now and are collected at the end of the session. We have dramatically reduced the number of parents who drop off and collect mid-session.	Attitude to attendance and punctuality has been the norm for some parents over a number of years. We are re-educating some parents as to the importance of consistent attendance and sharing with them the negative impact late arrivals and early pickups have on their child and others in the group.	HT and assistant head time. Admin chasing day to day absentees.

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk