

Early Years Pupil Premium Strategy Statement 2018 – 2019

1. Summary information					
School	Highfield Nursery School				
Academic term	2018- 2019	Total EYPP budget	Autumn Spring Summer	Date of most recent PP Review	July 2018
Total number of pre-school pupils		Number of pupils eligible for PP	Autumn Spring Summer	Date for next internal review of this strategy	January 2019

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.	Significantly low levels of personal, social and emotional development	
B.	Poor concentration and listening skills.	
C.	Low levels of speech and language	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance and punctuality.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to make rapid and sustained progress in speaking	At least 65% of EYPP children to leave nursery in July 2019 attaining in band 40-60months in listening and attention. (July 2018 507%)
B.	Children to make rapid and sustained progress in self-confidence and managing feelings and behaviour	At least 58% of EYPP children to leave nursery in July 2019 attaining in band 40-60months in Self-confidence and self-awareness (July 18 50%)
C.	Continue to maintained good attendance of EYPP children.	Average attendance of EYPP children to continue to be high at 91% by the end of July 2019.

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?
<p>Improve communication and language / speaking.</p> <p>At least 65% of EYPP children to leave nursery in July 2019 attaining in band 40-60months in listening and attention. (July 2018 57%)</p>	<p>Early Talk Boost Language intervention to improve vocab and concentration and listening skills.</p>	<p>Previous attainment data has proven this intervention is excellent at increasing children vocabulary and concentration and listening skills.</p>	<p>Experienced staff with good quality resources. Senior staff to monitor who is accessing and for how long. Baseline data and tracking data to support length of intervention.</p>	<p>TA level 3s Teacher</p>	<p>Jan 2019</p>
<p>Improve attainment in PSED . At least 58%% of EYPP children to leave nursery in July 2019 attaining in band 40-60months in Self-confidence and self-awareness (July 18 50%)</p>	<p>Forest Fun and Forest Schools, extra access for EYPP children.</p>	<p>Forest Fun and Forest Schools activities have proven very successful at raising PSED and C and L progress over the year, particularly with boys in this area is outstanding.</p>	<p>Staff trained and targeted EYPP children to have access to forest fun activities twice a week. Forest Fun activities planned to ensure listening and attention and making relationships are a key focus within the activity.</p>	<p>Elvira and Karen and TA level 3s.</p>	<p>Jan 2019</p>
Total budgeted cost					
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?
<p>Average attendance of EYPP children to continue to be high at 91% by the end of July 2019.</p>	<p>Daily support from admin staff to chase absentee's. Head teacher and Assistant Head to work with families and provide individual packages of support.</p>	<p>This action has proved successful with the majority of parents in the past and in other collaborated school.</p>	<p>Regular monitoring of attendance figures (every half term) of EYPP children. Item on staff meeting to ensure staff are fully on board with implementation too. Item on supervision agenda with key workers.</p>	<p>Sue Conron</p>	<p>Jan 2019</p>

Total budgeted cost					Enables assistant heads to be supernumerary
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?
Total budgeted cost					
5. Review of expenditure					
2017 – 2018		TOTAL EYPP INCOME FOR 2017 – 2019 £6272			
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 and sustained progress in both aspects of literacy.	Assistant Head Teacher supernumerary to deliver extra teaching to targeted groups of children; focus on low level and high abilities.	64% of EYPP children achieved bands 40-60 months in both aspects of literacy by July 2018, which was the exact same figure as those who are not EYPP. A significant increase than last year and has closed the gap.	This area will continue to be monitored regular through Teaching and Learning Meetings and if necessary will be re timetabled into assistant head's weekly workload.		6 hours a week of assistant head 37 weeks of the year.
Rapid and sustained progress in both aspects of mathematic development.	Assistant Head Teacher supernumerary to deliver extra teaching to targeted groups of children; focus on low level and high abilities.	64% of EYPP children attained 40-60 level of development in the aspect Numbers and 71% in Shape, space and measures this is significantly more than last year despite similar starting points.	This will continue next year and will timetabled into assistant heads weekly workload.		6 hours a week of assistant head 37 weeks of the year.

Improve outcomes for children in the 3 prime areas and widen their experiences.	Forest Schools activities targeting EYPP children	% OF Steps Progress on average						59% of EYPP children made outstanding steps progress throughout the year in all three prime areas and a further 33% made good levels of progress. This is an expensive intervention but has so many benefits for all children especially EYPP. Staff have also been trained in forest fun activities, which is less expensive to deliver. Depending on budget we may need to deliver forest fun	hours of TA levels 3 hours a week x 38 weeks of the year.	
			N2	SEND	EYPP	EAL	Vulnerable			Talkboost
		1	0	0	0	0	0			0
		2	8	8	8	12	0			0
		3	26	25	33	12	0			27
		4	24	17	26	38	17			18
		5+	41	50	33	38	83			55
3+	92	92	92	88	100	100				
total ch	34	12	12	8	12	11				

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 attendance for EYPP children.	Admin staff chase non-attenders on a daily basis. HT and AH to meet with persistent absentees parents and provide a package of support.	Attendance for EYPP children over year averaged as 91% which was significantly better than last year.(No actual accurate figure due to SIM S issue) . Various packages of support offered and have been very successful.	This intervention worked for parents and individual parents responded better than others. Continue next year.	Average of 1 hour a week of admin time for 38 wks of year. HT and AH met with parents average of 30 mins a month for 9 months.

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

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