

Pupil Premium Strategy Statement



1. Summary Information					
School	Lee Royd Nursery School	Academic Year	2018 - 2019	Total Pupil Premium Budget	£4960.80
Date of next internal review of this strategy			January 2020		

2 . Numbers of Pupils and Early Years Pupil Premium Funding Received				
	Autumn Term 2018	Spring Term 2019	Summer Term 2019	Total
Total number of children on roll	101	110	117	
Total numbers of children Eligible for EYPP	12	17	20	
Funding allocated	£1,424.64	£1,469.16	£2,067.00	£4960.80
Amount of EYPP received per pupil	£118.72	£86.42	£103.35	
EYPP coordinator	Karen Smith			
EYPP Governor	Kelly Prince			

3. Barriers to future attainment (for pupils eligible for Pupil premium including higher achievers)
1- Poor speech and language skills on entry.
2 - PSED skills in particular making relationships.
3 - Poor understanding of numbers and counting.
4 - Low level of attainment in writing on entry.

4 . Desired outcomes	
Desired outcomes and how they will be measured	Success criteria
<p>1 - Improved attainment and progress in all aspects of Communication and Language in order to allow children to access the wider curriculum. Measured through:</p> <ul style="list-style-type: none"> - Data tracking of progress and attainment - Speech therapists impact reports - Key Person observations and parent’s voice 	<p>Children to make progress in line with their peers that EYPP children are not falling behind. Children’s attainment is in line with their peers and at least 50% are attaining in the 40-60 month age band for communication and language on exit.</p> <p><u>Data analysis for whole year 2018—2019</u> - 50% of EYPP children achieved 40-60 month age band for communication and language, compared to 62.5% of non-EYPP children.</p>
<p>2 - Children are able to manage their feelings and behaviour, making positive links and relationships with others. Increased progress in PSED.</p>	<p>Children to make progress in line with their peers that EYPP children are not falling behind. EYPP children to work at an age appropriate level in PSED.</p> <p><u>Data analysis for whole year 2018—2019</u> shows that on entry 87.5% of EYPP children were assessed at 22-36 months or below, which is below the typical levels of development. Over the year 62.5% of EYPP children made 4 or more steps of progress in PSED to exit the year with 62.5% of EYPP children achieving a 40-60 month age band.</p>
<p>3 - Improved attainment and progress in all aspects of Maths in particular number. Measured through:</p> <ul style="list-style-type: none"> - Data tracking of progress and attainment - Teacher observations - Key worker time and observations 	<p>Children to make progress in line with their peers that EYPP children are not falling behind.</p> <p><u>Data analysis for whole year 2018—2019</u> - On entry 100% of EYPP children were assessed at 22-36 months, below the typical levels of development. On exit 50% of EYPP children were assessed at 40-60 month developmental band.</p>
<p>4 - Improved attainment and progress in all aspects of Literacy in particular writing. Measured through—</p> <ul style="list-style-type: none"> - Data tracking of progress and attainment - Teacher observations - Key worker time and observations 	<p>Children to make progress in line with their peers that EYPP children are not falling behind.</p> <p><u>Data analysis for whole year 2018—2019</u> -In writing in particular less EYPP children achieved the typical developmental bands on exit when compared to the non EYPP children. This is the same in Literacy overall were on exit 37.5% of EYPP children were assessed at 40-60 months,</p>

5. How are we using the EYPP funding? - Review of Impact and Expenditure					
Desired Outcome	Chosen Action/ Approaches Targeted and quality for all	Impact: was the success criteria met?	Reflection and evaluation of measures	Staff Led	Amount
Improve achievement in Communication and Language	<ul style="list-style-type: none"> - Purchase of WELLCOMM Toolkit - Teacher training - Differentiated skills groups working with teacher focussed on WELLCOMM assessments. - Skills groups working with a TA 3 following up WELLCOMM next steps. 	<p>All children had WELLCOMM assessments – data supported targeted learning plans to impact on speaking and understanding outcomes</p> <ul style="list-style-type: none"> - Children gained a lot of small group time with the teacher and TA working on WELLCOMM skills - Teachers were able to follow the children's progress closely. 	<p>WELLCOMM assessments provide clear levels of speaking and understanding. It provides a baseline and then an end of year assessment. It impacts on children's outcomes by supporting bespoke planning. WELLCOMM will continue to be integral to supporting Communication and language development.</p>	Kirstin and Zara	£440.63 £170
To improve the children's Literacy achievement focusing on reading and stories.	<ul style="list-style-type: none"> - Bought in a professional story teller for a full day - Rogan Mills working with all the children including the 2 year olds. <p>Full day £266.20</p>	<ul style="list-style-type: none"> - All children gained experience of seeing a male story teller for 2 and half hours per class. 	<p>- It was a good experience and the children really enjoyed the traditional stories that Rogan reinforced and told. He used some props and got the children interacting with the story.</p>	Karen Smith	£266.20

Desired Outcome	Chosen Action/ Approaches Targeted and quality for all	Impact: was the success criteria met?	Reflection and evaluation of measures	Staff Led	Amount
To give all the children experience of something unusual that they can talk about with their key worker at nursery	Bought in a visit from James and the Wiggly Roadshow. - Mini-beasts that the children could handle. 3 hours @ £210	- All children gained experience of handling mini-beasts and gave them a 'Wow' experience.	- This was a really good experience for the children. The teachers and key workers got lots of good speech and language opportunities following James' visit.	Karen Smith	£210
To help children to develop their social and communication skills.	Bought Duplo Therapy kits to promote positive social behaviour, problem solving, sharing and turn taking skills.	- All children improved their communication and language skills, turn taking and in particular increased their attention skills. They could complete an end product and work together in small groups of 2 and 3 children.	- It was difficult to carry out on a regular basis due to staffing issues and staff having to be on 1 to 1 with children who had very specific needs. So the Duplo Therapy groups didn't work as planned, instead it worked extremely well when used a part of key worker sessions and when the floating Teaching assistant worked specifically with the EYPP children.	Zara Wharton Sian Coffey	£200

Desired Outcome	Chosen Action/ Approaches Targeted and quality for all	Impact: was the success criteria met?	Reflection and evaluation of measures	Staff Led	Amount
<p>Improve the outside environment increasing attainment in all areas of the curriculum in particularly -PSED, making relationships, number and writing.</p>	<ul style="list-style-type: none"> - Nursery to undertake the 'Step outside Quality mark'. - Head teacher and teachers to undertake an outside audit and working with a mentor over the summer term working towards driving up standards and increasing children's attainments. 	<ul style="list-style-type: none"> - Teachers were able to follow the children's progress closely. - Improvements are more open ended learning opportunities. - Greater opportunities for child initiated learning. - Children's data re-evaluated at the end of summer term when the project is to be submitted to panel. 	<p>- Undertaking the 'Step Outside Quality Mark' was a much bigger task as was anticipated. As we have such a large outside environment we are going to continue working towards the Quality Mark in the Autumn Term 2019 and submit for the award in January 2020. We have made a lot of progress with the audit so far but now need to put change some of the points on the action plan.</p>	<p>Zara, Kirstin and Karen</p>	<p>£900</p>
<p>- To increase staff's knowledge and understanding of Maths development.</p>	<ul style="list-style-type: none"> - Increase the children's attainment in Maths - both number and shape, space and measures in summer term. - Andrew Taylor – Maths adviser coming for half a day staff training. 	<p>- To increase the % of children working at and above the expected levels of development in the Summer term.</p>	<p>- Zara Wharton has completed training Maths in the Early Years and gave feedback to whole staff in staff meeting regarding teaching and learning. We have audited and moved all the resources. Introduced Number land, Each key worker completes a Maths based activity in their Key Worker sessions each week. Staff are now much more confident delivering Maths in the curriculum</p>	<p>Andrew Taylor</p>	<p>£450</p>

Desired Outcome	Chosen Action/ Approaches Targeted and quality for all	Impact: was the success criteria met?	Reflection and evaluation of measures	Staff Led	Amount
Intervention groups for pupil premium Children.	TA3 to work with small groups of EYPP children using data and tracking from Teachers. Working on areas for development.	- To work on areas of concern from spring term data, To increase the % of children working at and above the expected levels of development in the Summer term	A teaching Assistant has taken small groups of EYPP children on a daily basis to work on their skills and development. This has been a really successful intervention as they are receiving much more adult input.	S. Coffey	£2000

Summary of Data Analysis - Attainment and Progress made by EYPP

The percentage of children eligible for EYPP is increasing and this academic year 2018—2019 was 22.2% of the N2 children, reception cohort 2019. We are seeing an upward trend when compared to last year, when we only had 2 EYPP children.

A higher proportion of those eligible are boys, 62.5% compared to 37.5% are girls.

When comparing age typical expectations at the beginning of the year there was a 9.8% gap in attainment between the EYPP cohort and those who were not EYPP (using bands 22-36 and 30-50 months). At the end of the year the gap had been narrowed to 1.8% (Using 30-50 and 40-60 months).

EYPP children have achieved really well this year, due to having more adult input and skills sessions timetabled for them. EYPP children generally attained better and also made slightly better progress than their peers. 81.3% of EYPP children working at or above expected levels in all, compared to 80.4% of non EYPP children. Progress - 86% of EYPP children achieved 4 or more steps of progress compared to - 79.8% of non EYPP children.

A focus on communication and language interventions has supported EYPP children to benefit from a wide range of opportunities. These have included working with a TA in small skills groups on a regular basis, providing experiences to encourage good communication and language skills and enhancing the outdoor learning environment to provide excellent language opportunities. On exit, attainment in Communication and language was assessed at 87.5% for EYPP children at 30-50—40-60 months, as compared to on entry, 68.8% of EYPP children were assessed as at typical levels of development, 22-36-30-50 months.