

## Early Years Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2019-2020

1. Summary information					
School	Biddick Hall Infant and Nursery School				
Academic Year	2019/2020	Total EYPP budget	£7200	Date of most recent PP Review	Nov 2019
Total number of pupils	N -59	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Nov 2020

2. Current attainment			
	Reception pupils eligible for FSM 32/59	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>72 % achieving GLD</b>		56% ( Non- SEN PP 80%)	71.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	On entry many pupils require further assessment and/or SEND support in the area of communication and language
<b>B.</b>	On entry many pupils require further assessment and/or SEND support in the area of personal, social and emotional development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for Nursery pupils eligible for EYPP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Limited opportunity for first hand experiences beyond school may limit pupils chances to extend vocabulary.
<b>F.</b>	A shared commitment of expectation and aspiration between home and school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for EYPP in Nursery class.	Pupils eligible for EYPP in Nursery class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations moving into Reception class.
<b>B.</b>	Higher rates of progress across EYFS for pupils with complex SEND eligible for EYPP.	Pupils eligible for EYPP identified as complex SEND make improved progress in the prime areas of learning. Measured by observational evidence and teacher assessment against EYFS profile.
<b>C.</b>	Improve self- confidence, independence and resilience for pupils eligible for EYPP in Nursery	Attainment in PSED is in line with age related expectations on exit from Nursery for pupils eligible for EYPP.

<b>D.</b>	Increased attendance rates for pupils eligible for EYPP.	Overall EYPP attendance improves closer to 96% in line with 'other' pupils.
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5. Planned expenditure					
Academic year	2019/20				
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 oral language skills in Nursery.	ECAT screening  Launchpad for Literacy activities delivered in small group times across the week.	There is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over a set period of time can enable children to catch up with their peers.	Planning meetings between EYFS Lead/ SENCO and Nursery staff to plan the programme of work. SENCO to attend Launchpad for Literacy training.	AHT	Termly
			Clear plans for children receiving 1-1 support following advice from portage and pre-school services and SALT	AHT	Termly
			Accurate and timely referrals to SALT	AHT	October 19
			Accurate assessment data supports selection for intervention.	AHT	Termly pupil progress
Improved oral language skills in Nursery.  Improved independence skills.	Reducing the cost of educational visits.	All pupils have first -hand experiences linked to the curriculum to improve vocabulary and provide opportunities for talk.  All children will be able to access themed learning as they will have engaged in a first-hand experience.	Termly visits linked to the curriculum.	Curriculum Leads	July 20 (through end of year data)
			Evidence of impact will be seen through learning journals and pupil progress data.	SLT	Termly Journal scrutinies.
All children are prepared for learning.	Early start toast for AM Nursery	All children have a balanced, positive start to their day.	Monitor uptake of toast offer.	AHT	July 20
<b>Total budgeted cost</b>					£4500
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 children's receptive vocabulary skills and increase home learning behaviours of parents.	Early Words Programme	Evidenced based parental engagement and language programme for families of children aged 3-5. An independent evaluation using standard testing showed it to have a statistically and educationally significant impact on children's receptive vocabulary skills and increased home learning environment behaviours of the parents.	Entry/exit data  Parental Questionnaires	AHT Literacy lead	April 2020
Improved outcomes in CL and PSED for EYPP children.	BLAST Intervention	An evidence based intervention to support Language, Communication and Literacy of disadvantaged pupils.	Observations of intervention in action.  Pupil progress data shows accelerated progress in PSED and CL	AHT	Termly
To narrow the gap in language skills of EYPP children and their peers.	Talk Boost Intervention	<i>Early Talk Boost</i> is I CAN's language and communication intervention programme for 3-4 year olds. The <i>Early Talk Boost</i> intervention has been based on the excellent <i>Talk Boost</i> model which has been running successfully for 3 years. Initial findings show that after the nine week <i>Early Talk Boost</i> intervention, children have made statistically significant progress in their early language. The children made on average six months progress; helping them to catch up with other children their age- this is twice the amount of progress of children not taking part in the intervention.	Observations of intervention in action.  Pupil progress data shows accelerated progress in PSED and CL	AHT	Termly
To improve phonic outcomes and ELG Reading	Ensure Sounds Write approach is embedded and impactful	Sounds Write is a new approach to teaching of phonics. It is a linguistic phonics programme which focuses on whole class teaching based on the sounds in speech moving on to the written code.	Phonics learning observations  Attend EYFS Sounds Write Training day and disseminate to EYFS staff	LB	Jan 20
<b>Total budgeted cost</b>					£4100
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Increased attendance rates	Relationships and Attendance manager employed to monitor pupils and follow up quickly on absences. First day response provision. Letters sent to children's parents with low attendance, meetings arranged with Parents.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance review meetings between HT and Attendance Manager. Effective systems around following up absences with phone calls, inviting Parents in for meetings, home visits will ensure a coordinated and consistent response to absence.	Relationship and Attendance Manager	Termly
Parents have increased aspirations for their children and know what they can do to make a difference to their child.	Parents groups including Resilience – led by Ruth Whiteside. Toilet training – HV Early Reading Transition meetings	Recent research into the significance of adverse childhood experiences and the effect this can have on both children and how it can impact parenting skills.	All externally delivered training by specialists. AHT – Literacy lead to lead on Early Reading Parental Engagement.	AHT	Nov 20
<b>Total budgeted cost</b>					£1000

6. Review of expenditure				
Previous Academic Year		2018-2019 £7800		
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)	Total Cost
Improved oral language skills in Nursery.	ECAT screening  Speech and language activities delivered in small group times across the week.	Timely referrals were made into NHS SALT and Paediatrician as a result of assessments. Staff feel upskilled and able to carry this work on themselves. 3 Nursery children received 1:1 sessions and this improved their speech sounds making them clear to understand. Nursery worked intensively on patterns as advised by METIS to help children acquire the rules of speech.	The services from METIS will not be commissioned for 2019-2020. The skills and advice METIS shared with Nursery staff will continue to be used to support children. Launch Pad for literacy will also be purchased and SENCO to attend the training session in Nov 19	£2500

Improved oral language skills in Nursery.  Improved independence skills.	Reducing the cost of educational visits.	Evidence of impact seen in learning journals and through pupil progress data and outcomes for end of Nursery. End of Nursery 2019 data showed (38/56) 68% of pupils are 30-50s or above for all strands of Communication and Language compared with (29/56) 36% on entry.	Continue this approach with an increase to termly visits led by subject co-ordinators.	
All children are prepared for learning.	Early start toast for AM Nursery	Uptake for toast was high giving children a good start to the day. Offer of toast well received by both children and parents.	Continue this approach.	

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Total Cost £2800</b>
Improve children's receptive vocabulary skills and increase home learning behaviours of parents.	Early Words Programme	The evidence to suggest this programme was successful can be seen in the parental Questionnaires pre and post programme. Parents were targeted from initially Reception class (based on end of Nursery data) and then Nursery Parents.  End of Nursery 2019 data showed (38/56) 68% of pupils are 30-50s or above for all strands of Communication and Language compared with (29/56) 36% on entry.	Continue with Nursery Parents Spring and Summer term 2020.	

Improved outcomes in CL and PSED for EYPP children.	BLAST Intervention	Entry/exit data demonstrated significant progress made for most children. Reviews/discussions between AHT and staff leading intervention termly ensured impact was measured and next steps decided. Pupil attendance is the main factor which impacted children not making good progress in this intervention. End of Nursery 2019 data showed (38/56) 68% of all pupils are 30-50s or above for all strands of Communication and Language compared with (29/56) 36% on entry. Filtered data shows that (23/32) 71% of EYPP are 30-50s or above for all strands of CL	Continue this approach beginning Autumn 2. HLTA from Nursery to lead.	
To narrow the gap in language skills of EYPP children and their peers.	Talk Boost Intervention	Entry/exit data demonstrated significant progress made for most children. Reviews/discussions between AHT and staff leading intervention termly ensured impact was measured and next steps decided. Pupil attendance is the main factor which impacted children not making good progress in this intervention. End of Nursery 2019 data showed (38/56) 68% of all pupils are 30-50s or above for all strands of Communication and Language compared with (29/56) 36% on entry. Filtered data shows that (23/32) 71% of EYPP are 30-50s or above for all strands of CL	Continue in the Spring/Summer term next year following Autumn term data analysis.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Total Cost</b> £400
Increased attendance rates	Relationships and Attendance manager employed to monitor pupils and follow up quickly on absences. First day response provision. Letters sent to children's parents with low attendance.	Nursery attendance for the year 2018-2019 was 91% which was a slight increase on the year above. Attendance continues to be a priority.	Continue	

<p>Parents have increased aspirations for their children and know what they can do to make a difference to their child.</p>	<p>Parents groups including mental health, behaviour SEND, Speech and Language.</p>	<p>Parent sessions were well attended with positive feedback including parents requesting further training on other areas such as Speech and Language. Speech and Language training sessions were then arranged and lead by METIS following on after the child development course.</p>	<p>Training opportunities for Parents to continue and be led by a variety of specialists including resilience (ACE's awareness) training to support the Friends Resilience Programme in school.</p>	
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<p><b>7. Additional detail</b></p>
<p>Robust systems in place for early identification of need. Strong relationships formed with other professionals including Pre-school and Portage, Ashley Child Development Centre, Sue Hedley Nursery, SEN SALT team.</p> <p>Four children from this cohort were supported through the process of EHCP. Two of these children are now accessing Specialist provision for their YR. Five children children received appointments with paediatrician, six children were supported by Pre-school and portage, three children offered time limited places at Ashley Child Development centre and top up funding successfully applied for to support Nursery children.</p> <p>Advice from professionals is acted upon immediately.</p>

