**Early Years Pupil Premium Strategy Statement: Rainhill Community Nursery School**

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| 1. **Summary information** | | | | | |
| **School** | Rainhill Community Nursery School | | | | |
| **Academic Year** | 2017/18 | **Total EYPP budget** | £1510.00 | **Date of most recent EYPP Review** | Sept 2017 |
| **Total number of children** | 66 | **Number of children eligible for EYPP** | 05 | **Date for next internal review of this strategy** | Jan 2018 |

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| 1. **Current attainment** | | |
|  | *Children eligible for EYPP* | *Children not eligible for EYPP* |
| **% achieving the level expected/above the level expected for their age in Prime Areas** | 80% | 100% |
| **% achieving the level expected/above the level expected for their age in literacy** | 80% | 100% |
| **% achieving the level expected/above the level expected for their age in mathematics** | 80% | 100% |
| **% making at least good progress from starting point in Prime Areas** | 80% | 100% |
| **% making at least good progress from starting point in literacy** | 80% | 100% |
| **% making at least good progress in mathematics** | 80% | 100% |

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| 1. **Barriers to future attainment (for children eligible for EYPP, including high ability)** | | | | |
| **In-school barriers** | | | | |
| **A** | | High ability pupils who are eligible for EYPP are making less progress than other high ability pupils in the nursery, impacting upon attainment on transition to school. | | |
| **B** | | Behaviour issues for a small group of children eligible for EYPP are having a detrimental effect on their learning progress and that of their peers. | | |
| **External barriers** | | | | |
| **A** | | A small number of children eligible for EYPP have identified additional needs and are being monitored through Play Plans. | | |
| **B** | | A small number of children eligible for EYPP have English as an Additional Language. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
| **A** | Improve literacy skills for children eligible for EYPP | | Children eligible for EYPP in nursery make rapid progress by the end of the year so that all children eligible for EYPP meet age related expectations or better. |
| **B** | Higher rates of progress across EYFS for more able children eligible for EYPP. | | Children eligible for EYPP identified as high ability make as much progress as ‘other’ children identified as high ability. |
| **C** | Children’s ability to regulate own behaviour has improved. | | Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Development in PSED is at least in line with the level expected for their age. |
| **D** | Increased attendance rates for children eligible for EYPP. | | Reduce the number of persistent absentees among children eligible for EYPP to 10% or below. Overall EYPP attendance improves from 76% (autumn term) to 91% in line with ‘other’ children. |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | **2017/18** | | | | | | |
| 1. **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 literacy skills for all children eligible for EYPP | Staff training on phonics and early reading skills. | | We want to provide opportunities for children to develop their early reading skills. Small group interventions with focus on phonic ability have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Quality resources appropriate to children’s age and ability to be selected. Highly qualified staff to be timetabled so that sufficient preparation and delivery time is provided. | Class teacher | Feb 2018 | |
| Improved progress for high attaining children | Staff training on providing stretch for high attaining children. | | High ability children eligible for EYPP are making less progress than other higher attaining children in the nursery in writing. We want to ensure that EYPP children can achieve high attainment as well as simply ‘meeting expected standards’. | Course selected using evidence of effectiveness.  Use staff meetings and INSET days to deliver training. | Class teacher | Feb 2018 | |
| **Total budgeted cost** | | | | | | £906 | |
| 1. **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?** | |
| Improved outcomes in Communication and Language and in Literacy | Small group provision of early communication and language skills for children in nursery, including children with EAL. | | We want to provide additional support to improve communication and language skills. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | Class teacher/Key Workers | Feb 2018 | |
| Improved progress for high attaining children | Weekly small group sessions in numeracy for high-attaining children with experienced teacher, in addition to standard lessons. | | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Impact overseen by Assistant headteacher. Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions. | Class teacher | Feb 2018 | |
| **Total budgeted cost** | | | | | | within nursery resources | |
| 1. **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?** | |
| EYPP children have access to wraparound care (Additional session, Breakfast, Lunch or After-school Club). | Parents will be invited to take up additional day-care sessions. | | Adults will target learning for EYPP children based on their area of need. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Key workers will monitor EYPP children’s progress closely and discuss progress with parents. | Assistant Headteacher /office staff | Feb 2018 | |
| Inappropriate behaviour in nursery addressed | Identify a targeted behaviour intervention for identified students.  Use support worker to engage with parents before intervention begins.  Develop restorative approaches and focus on positive behaviours. | | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older children. | Ensure identification of target children is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. | Class teacher | Feb 2018 | |
| **Total budgeted cost** | | | | | | £604 | |
| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | **2016/17** | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | | **Lessons learned** | | | **Cost** |
| Improved progress for high attaining pupils. | CPD on providing stretch for high attaining pupils. | Medium: training has resulted in increased awareness for all staff in questioning techniques and the impact this has on children’s learning.  Success criteria: met. | | Staff were positive about CPD and have developed questioning of high attaining pupils. This approach will continue | | | Within nursery resources |
| 1. **Targeted support** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | | **Lessons learned** | | | **Cost** |
| Improve oral language skills. | CPD for all staff on developing language skills. Small group activities planned by qualified teacher.  Additional wraparound sessions were offered. | High: observed increased progress amongst participating children compared to peers, as measured using Development Matters age bands. Success criteria: met. | | This seemed to be most effective when the focus area was determined by the class teacher based on their observations of pupils.  Engagement with families is key to tailoring support to individuals. Additional wraparound care was well received by parents. | | | £302 |
| 1. **Other approaches** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | | **Lessons learned** | | | **Cost** |
| Increased attendance rates. | Office staff to quickly follow up absences. Assistant headteacher to monitor absences and/or lates and follow up with parents/carers. Additional wraparound care offered. | High: additional wraparound care was well received by parents. Opportunities for additional small group activities were increased  Success criteria: met. | | Next year we will continue to offer additional wraparound care with parental engagement to encourage attendance. | | | £604 |