



## Early Years Pupil Premium Strategy Statement: Rainhill Community Nursery School 2018-2019

1. Summary information					
<b>School</b>	Rainhill Community Nursery School				
<b>Academic Year</b>	2018/19	<b>Total EYPP budget</b>	£906	<b>Date of most recent EYPP Review</b>	Feb 2019
<b>Total number of children</b>	69	<b>Number of children eligible for EYPP</b>	03	<b>Date for next internal review of this strategy</b>	May 2019

2. Current attainment		
	<i>Children eligible for EYPP</i>	<i>Children not eligible for EYPP</i>
% achieving the level expected/above the level expected for their age in Prime Areas	100%	91%
% achieving the level expected/above the level expected for their age in literacy	33%	81%
% achieving the level expected/above the level expected for their age in mathematics	66%	85%
% making at least expected progress from starting point in Prime Areas	100%	94%
% making at least expected progress from starting point in literacy	100%	90%
% making at least expected progress in mathematics	100%	93%

3. Barriers to future attainment (for children eligible for EYPP, including high ability)	
<b>In-school barriers</b>	
<b>A</b>	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>B</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
<b>External barriers</b>	
<b>A</b>	A small number of children eligible for EYPP have identified additional needs and are being monitored through Play Plans
<b>B</b>	The majority are children who will only access 3 terms Nursery Education
4. Desired outcomes	
<b>A</b>	Improve literacy skills for children eligible for EYPP on transition to Reception class
<b>B</b>	Improve mathematical skills for children eligible for EYPP on transition to Reception class
<b>C</b>	Develop children's characteristics of effective learning (COEL)

5. Planned expenditure					
Academic year	2018-19				
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?
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions	Invest EYPP to create longer term change which will help all pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as <i>Visible Learning by John Hattie and the EEF Toolkit</i> .	Identified staff deliver interventions. Children's progress monitored regularly through progress meetings. Use staff meeting and INSET to embed a consistent approach	Class Teacher & EY Teacher	Jan 2019
Improve outcomes Characteristics of Effective Learning (COEL)	Tracking of progress in COEL in order to accelerate progress.	<i>Research undertaken by the Sutton Trust</i> identifies two intervention strategies, which evidence shows make the greatest impact on Pupil Premium investment. There are: feedback and meta-cognition/self-regulation (or learning-to-learn strategies), both of which the research shows add an additional eight months of progress over a year. This approach is integral to our provision for all children. We want to further develop the skills of staff in promoting COEL in all children who attend Rainhill Community Nursery School.	Outcomes reviewed alongside termly tracking of the 7 areas of learning. SSTEWS evaluations and scrutiny of practice focused on the role of the educator in supporting, scaffolding and articulating learning.	Class Teacher & EY Teacher	June 2019
<b>Total budgeted cost</b>					<b>£906</b>
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?
Improved outcomes in Communication & Language and in Literacy	Small group sessions to support children's communication and language skills to build a	<i>Research undertaken by the Sutton Trust</i> identified that Phonics and Small Group Tuition adds an additional four months development to children's progress.	Organise sessions to ensure staff delivering the session have sufficient time to plan, prepare, deliver and evaluate the sessions.	Class Teacher & EY Teacher	Jan 2019

	firm foundation for future Literacy skills.	The research that underpins both the ECAT and ELKLAN Strategies shows that children's language skills benefit most from having conversations with responsive adults. Our scheme of work aims to create a language rich environment underpinned by a strong focus on Literacy which supports children's listening, attention and vocabulary through retelling narratives and singing songs and rhymes which supports early Literacy.			
<b>Total budgeted cost</b>					Nil additional
<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>
Children have access to Extended Nursery provision (Additional session, Breakfast, Lunch or After-School Club) and curriculum enhancements	Invite parents of EYPP Pupils to take up extended service sessions. Parents of EYPP Pupils will not be asked to make a donation to support the cost of school outings and experiences	<i>Research undertaken by the Sutton Trust</i> identified that participation in enhancement activities such as arts, sports and extended schools accelerated progress by an additional two months	EYPP parents will be targeted and notified of the offer of taking up an extended service.	Head of School/ Office staff	Jan 2019
<b>Total budgeted cost</b>					£Nil additional
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>	<b>2017-18</b>				
<b>i. Quality of teaching for all</b>					
<b>Actions</b>	<b>Intended Impact</b>	<b>Monitoring Activity</b>	<b>Resource Implications</b>		<b>Evaluation / Impact on Learning and Development</b>

Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	Children make expected or better progress. Areas for development are swiftly identified and progress is accelerated where necessary. An appropriate level of challenge is provided for more able pupils.	Termly progress checks.	Contribution to cost of employing an additional member of staff to reduce ratios	The very large majority of children eligible for the EYPP make typical or better progress in the Prime Areas (100%) and in Literacy (100%), Maths (100%).100% of pupils eligible for the EYPP made typical or better progress.
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## ii. Targeted support

Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
Improved outcomes in Communication and Language and in Literacy	Children, identified as being at risk of delay, or with barriers to learning in this area are supported to make accelerated progress.	Baseline / Progress Meetings  Monitoring cycle- targeting EYPP pupils through Learning Walks / Child Tracking / Learning Journal Scrutiny  Termly report to Governors on impact of EYPP work	Maintenance of lower than required ratios in order to facilitate intervention, acceleration and achievement of targets	100% EYPP pupils attained the age related expectation on exit and made typical or better progress in this area

## iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children have access to Extended Nursery provision (Additional Session, Breakfast, Lunch or After-School Club).	Children are supported to access more than the universal 15 hour entitlement	Review of take up of extended services offer.	Cost of additional sessions	2 of the 5 eligible pupils took up the offer of an additional extended service session.