

# Highbury Nursery Early Year Pupil Premium Strategy Statement 2017 - 2018

Total number of pupils	53
Total number of pupil premium eligible for EYPP	6
Total PP budget	

Below is the data of the children entering the Swan class. 14 pupils will now be eligible for early year pupil premium.

<b>SWAN ROOM</b>	<b>Autumn 1=</b>		
	<b>53 Ch</b>	<b>51</b>	
	<b>Below</b>	<b>At</b>	<b>Above</b>
<b><u>Personal Social and Emotional</u></b>			
Making Relationships	17%	83%	
Self care and Self Awareness	17%	83%	
Managing Feelings and behaviour	57%	43%	
<b><u>Communication and Language</u></b>			
Listen and attention	14%	86%	
Understanding	33%	67%	
Speaking	43%	57%	
<b><u>Physical Development</u></b>			
Moving and Handling	20%	80%	
Health and self care	37%	63%	
<b><u>Litracy</u></b>			
Reading	20%	80%	
writing	41%	59%	
<b><u>Maths</u></b>			
Number	55%	45%	
Shape space and measure	59%	41%	
<b><u>Understanding the world</u></b>			
People and Community	53%	47%	
The World	24%	76%	
Tech	45%	55%	
<b><u>Expressive arts and design</u></b>			
Media and materials	31%	69%	
Becoming Imaginative	36%	64%	

This data shows the children who are eligible for pupil premium funding. There are currently 6 children on role.

<b>SWAN ROOM</b>	<b>Below</b>	<b>At</b>	<b>Above</b>
<b><u>Personal Social and Emotional</u></b>			
Making Relationships		100%	
Self care and Self Awareness		100%	
Managing Feelings and behaviour		100%	
<b><u>Communication and Language</u></b>			
Listen and attention		100%	
Understanding		100%	
Speaking		100%	
<b><u>Physical Development</u></b>			
Moving and Handling		100%	
Health and self care		100%	
<b><u>Litracy</u></b>			
Reading		83%	
Writing		100%	
<b><u>Maths</u></b>			
Number		100%	
Shape space and measure		100%	
<b><u>Understanding the world</u></b>			
People and Community		100%	
The World		100%	
Tech		100%	
<b><u>Expressive arts and design</u></b>			
Media and materials		66%	
Becoming Imaginative		66%	

Barriers to future attainment to for pupil premium pupils

<b><u>In-school barriers</u></b>
Very poor speech and language – some with no language Low Communication and language attainment Poor Maths attainment
<b><u>External barriers:</u></b>

Parental engagement Parents Knowledge to be able to support child Poor home learning environment – lack talking to children using a good language model Poor home learning environment – lack talking to children using a good language model Dummies and bottles		
<b>Desired outcomes</b>		
A	Develop communication and language	Children move to being within 30-50, develop environment, interventions, train staff in talk boost
B	Enhance communication and language	Read to and with the pupil premium children Talk boost Interventions, Monitor impact of interventions
C	Enhance parental engagement	Parental workshops, Engage parents 1:1, Monitor assessing tapestry
D	Enhance Mathematics	Regular intervention, parent workshop

<b>Planned expenditure</b>						
<b>Quality of teaching for all</b>						
<b><u>Desired outcome</u></b>	<b><u>Chosen action or approach</u></b>	<b><u>What is the evidence and rational for this choice</u></b>	<b><u>How will you ensure it is implemented well</u></b>	<b><u>Staff lead</u></b>	<b><u>When will your review</u></b>	<b><u>Impact</u></b>
Develop communication and language	Regularly assess children and plan on a weekly basis Talk Boost	Analysis of data Observation SALT assessments	Dedicated member of staff Regular triangulation	RF AND LJ	Termly at pupil progress meetings	Children now completed 1 <sup>st</sup> cycle. Children made rapid progress with S&L
	Rich language environment – using talk for writing Encourage children to talk in whole sentence		Weekly on the bus meeting Monitoring of observations via tapestry	BF		Language rich environments have supported children talking in full sentences
Enhance parental engagement	Weekly reading sessions in school with children Parent workshops Video reading session on web site Tapestry reading videos posted	Home visit Analysis of data Observation Knowing our families well	Monitor tapestry parental engagement at workshops / family reading sessions / parent's evening / one to one reading	BF and SC	Half termly	Parents attend reading and math morning. Some parents engage with school very well.
Enhance Mathematics	Rich maths environment	Analysis of data	parental engagement maths mornings	RF SC	TERMLY	Data shows that 100% of PP children are at age expected

	Weekly maths sessions in school with children Parent workshops Video maths session on web site	Analysis of data Track parental attendance and engagement		RF AND SC	TERMLY	Data shows that 100% of PP children are at age expected
--	--	--	--	-----------	--------	---

Targeted support						
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	When will your review	Impact
Develop communication and language	SALT groups delivered based on targets	Analysis of data Observation SALT assessments	SC to run weekly interventions	SC to run weekly interventions	Termly at pupil progress meetings	Talk boost all children made progress  C and L gap has been closed by 40% for children at or above
Enhance family engagement	Meet parents weekly on a rolling programme Run workshops Use tapestry to promote reading at home	Based on prior research run at school last year		RF	See an increase in targeted parent interaction with school	Introduction of Tapestry has had an impact of parent contribution within learning journeys
Enhance Mathematics						
				Total budget		