

Highbury Nursery Early Year Pupil Premium Strategy Statement 2016-17

Total number of pupils	55
Total number of pupil premium eligible for PP	5
Total PP budget	£1800

Below is the data of the children entering the Swan class. 5 pupils will now be eligible for early year pupil premium.

		Autumn 1			End of Year 2017		
		Below	At	Above	Below	At	
1	<u>Personal Social and Emotional</u>						
	Making Relationships	40%	60%		15%	71%	
	Self-care and Self Awareness	30%	70%		15%	71%	
	Managing Feelings and behaviour	60%	40%		22%	67%	
2	<u>Communication and Language</u>						
	Listen and attention	53%	47%		18%	73%	
	Understanding	41%	59%		15%	71%	
	Speaking	60%	40%		20%	57%	
3	<u>Physical Development</u>						
	Moving and Handerling	42%	58%		20%	60%	
	Health and self-care	55%	45%		22%	59%	
4	<u>Literacy</u>						
	Reading	70%	30%		20%	79%	
	writing	59%	41%		38%	62%	
5	<u>Maths</u>						
	Number	47%	53%		38%	51%	
	Shape space and measure	49%	51%		49%	51%	
6	<u>Understanding the world</u>						
	People and Community	59%	41%		60%	40%	
	The World	54%	46%		38%	62%	
	Tech	53%	45%		42%	58%	
7	<u>Expressive arts and design</u>						
	Media and materials	36%	64%		29%	71%	
	Becoming Imaginative	37%	60%		15%	68%	

Barriers to future attainment to for pupil premium pupils

EYPP DATA	Autumn 1 -		End of Year 2017	
	PP Below	PP At	PP Below	PP At
Communication and language	67%	33%	27%	73%
Physical	50%	50%	15%	85%
PSE	51%	49%	28%	72%
Reading	50%	50%	27%	73%
Writing	64%	36%	15%	85%
Maths	50%	50%	20%	80%
Understanding the world	57%	33%	24%	76%
Expressive arts and design	36%	64%	15%	85%

In-school barriers		
Very poor speech and language – some with no language		
Low reading attainment		
Fine motor skills		
Managing feelings and behaviour		
External barriers		
Parental engagement with books		
Poor home learning environment – lack talking to children using a good language model		
Dummies and bottles		
Desired outcomes		
A	Develop communication and language	Children move to being within 30-50
B	Enhance reading opportunities in school and at home	Read to and with the pupil premium children
C	Enhance parental engagement	Touch base with parents weekly Monitor assessing tapestry
D	Enhance fine motor skills	Children can hold implements correctly with control

Planned expenditure						
Quality of teaching for all						
Desired outcome	Chosen action or approach	What is the evidence and rational for this choice	How will you ensure it is implemented well	Staff lead	When will your review	Impact
Develop communication and language	Regularly assess children and plan on a weekly basis	Analysis of data Observation SALT assessments	Dedicated member of staff Regular triangulation	RF AND LJ	Termly at pupil progress meetings	Clear progress for all children and ensuring staff have the same understand of each Strand

	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		C and L gap has been closed by 40% for children at or above
Enhance reading opportunities	Daily reading opportunities inside and out Weekly access to the school library Many reading pods staffed on a regular basis Reading observation record utilised	Analysis of data Observation	Weekly on the bus meeting Monitoring of observations via tapestry	WHOLE TEAM	Half termly updates Termly pupil progress meetings	Talk Boost = All children made progress = see talk boost data
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	Half termly	Introduction of Tapestry has had an impact of parent contribution within learning journeys
Enhance fine motor skills	Daily planned opportunities Inside and out	Analysis of data Observation	Observations	Room leaders	Half termly updates on progress	Gap in Physical for children at or above has closed by 35%
				Total budgets cost		

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 reading opportunities	Reading groups weekly	Analysis of data Observation	SC to run <i>weekly interventions</i>	LJ and Es	Termly at pupil progress meetings	
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
				Total budget	£18,00	