



## EARLY YEARS PUPIL PREMIUM STRATEGY 2017/2018

Early Years Pupil Premium is additional Government funding to help raise attainment for disadvantaged 3 and 4 year olds, if they meet specific eligibility criteria, and close the gap between the most and the least advantaged children.

All parents/carers are provided with information regarding eligibility for EYPP during the Nursery induction process.

At Kings Norton Nursery School, we support all children to reach their full potential. For those children entitled to Early Years Pupil Premium, we identify the most appropriate way to use this funding to support the individual needs of each child. Assessment data from Target Tracker, research and our detailed knowledge of each child inform our decision making. This includes a culture of high aspirations for all children, including our disadvantaged more able children.

The Early Years Pupil Strategy will be reviewed annually, at the start of each academic year, to meet the needs of the new nursery cohort. Leadership and Management regularly monitor and review children's progress to ensure that the interventions we put in place for Early Years Pupil Premium spending will result in improvements in both attainment and achievement for eligible pupils. A member of the Governing Body has lead responsibility of Early Years Pupil Premium to challenge the effectiveness and appropriateness of different interventions.

## EARLY YEARS PUPIL PREMIUM ALLOCATION 2016.17

For the academic year 2016/2017 the funding allocated was £302.10 per child.

Pupil Premium Grant 2016/2017			
Total number of pupils eligible for EYPP	Autumn: 9	Spring: 10	Summer: 10
Amount received per term	£906.30	£1007.00	£1007.00
Total amount of EYPP to school	£2920.30		

## Review of Early Years Pupil Premium 2016.17 Action Plan

### **Focus for Review:**

This information outlines how the EYPP allocation was spent and the impact of the expenditure on eligible and other pupils. It highlights how the school has diminished the difference between EYPP and non-EYPP pupils in Communication and Language, Mathematics and Literacy.

Interventions/Actions	Evaluation of Impact
To develop children's Communication and Language development by employing a Speech and Language Therapist within the setting. The Speech and Language therapist will provide specific support for those EYPP children with identified needs.	<p>The Speech and Language therapist utilised the 'Wellcomm' assessment tool to identify children's individual speech and language needs and ongoing next steps for individual children's level of CL development.</p> <p>Speech and language therapy support included staff training, specific guidance for staff regarding individual children and small group/one-to-one language early interventions.</p> <p>As a result, the children attained:</p> <ul style="list-style-type: none"> <li>• Greater confidence and ability to communicate with others.</li> <li>• Improved clarity of speech.</li> <li>• Increased listening and attention to support learning.</li> <li>• More extensive vocabulary to reflect the breadth of their experiences.</li> </ul> <p>Attainment data shows that children have made significant progress in their CL development from their individual starting points.</p>
To deliver small group early intervention nurture sessions and motor development sessions to support the two additional prime areas of learning: personal, social and emotional development and physical development.	<p>Small group sessions have supported the children to develop their gross and fine motor skills, including balance, coordination and early writing skills.</p> <p>Nurture groups have led to children's increased self-confidence, social involvement and resilience.</p> <p>Consequently, children's emotional well-being and involvement has increased as evidenced by Leuven's scale scores.</p>
To provide paired/one-to-one story	Individual staff spent time sharing stories with EYPP children to support their

<p>times to support children's literacy development. A range of strategies, differentiated questioning and resources will be used to accelerate the progress of all children, including the most able.</p>	<p>enjoyment of books and to improve their literacy skills. This has led to children's:</p> <ul style="list-style-type: none"> <li>• Increased enjoyment of books and creative, imaginative play.</li> <li>• Increased awareness of story structure and vocabulary.</li> <li>• An improved ability to hear and say initial sounds in words and link some sounds to letters.</li> </ul> <p>Attainment data shows that children have made significant progress in their Literacy development from their individual starting points.</p>
<p>To provide small group early intervention sessions in mathematics to extend children's knowledge and understanding of early mathematical concepts, from their individual starting points. A range of strategies, differentiated questioning and resources will be used to accelerate the progress of all children, including the most able.</p>	<p>Staff training has focused on ways to support children's learning of early mathematical concepts and the importance of adult interactions to maximise learning opportunities.</p> <p>Resources to support mathematics both indoors and outdoors have been purchased to support maths learning in playful, everyday contexts. A workshop for parents was provided for all children and their families. Targeted support was provided for EYPP children.</p> <p>As a result, the children have demonstrated increased confidence and enjoyment of mathematics. This has led to children's:</p> <ul style="list-style-type: none"> <li>• Greater use of mathematical language in everyday contexts.</li> <li>• Increased ability to count reliably, find one more and say which number is one more or one less than a given number.</li> <li>• Extended curiosity and interest in solving simple number problems.</li> </ul> <p>Attainment data shows that children have made significant progress in their Literacy development from their individual starting points.</p>
<p>To provide curriculum enrichment opportunities and enhance children's experience of the wider world through</p>	<p>Children attended a production from a visiting theatre production. They spent additional time exploring the story characters and story sequence. On the basis of ongoing review, the children also took part in a series of local walks that</p>

involvement with a visiting theatre and local walks.

highlighted detailed features in their local community and the natural world (UW) as well as drawing their attention to literacy and numeracy within the local environment.

Consequently, the children were able to broaden their life experiences through creative and active learning experiences. This supported children's rapid progress in literacy and numeracy.

**Overview of EYPP children's attainment and progress 2016.17**

<b>Area Of Learning</b>	<b>PSED</b>	<b>CL</b>	<b>PD</b>	<b>LIT</b>	<b>MD</b>	<b>UW</b>	<b>EAD</b>
% ARE EYPP on entry	55%	22%	39%	17%	17%	48%	39%
% ARE EYPP on exit	90%	90%	90%	80%	80%	80%	80%
% ARE non-EYPP on exit	93%	90%	90%	91%	90%	89%	90%