



# Howard Street Nursery School

## Early Years pupil premium strategy statement Howard Street Nursery School 2017-2018

1. Summary information					
School	Howard Street School				
Academic Year	2017-2018	Total PP budget	£1224.90	Date of most recent PP Review	Jan 2018
Total number of pupils	39	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school) 28% are eligible of the 28%</i>	<i>Pupils not eligible for PP (school average) 72% Not eligible for EYPP of the 72%</i>
% within expected age related band on entry in PSED	23%	54%
% within expected age related band on entry in C and L	21%	46%
% within expected age related band on entry in Physical Development	22.5%	59%
% within expected age related band on entry in Reading Writing	21%	47%
% within expected age related band on entry in Mathematics	21%	43%
% within expected age related band on entry in knowledge and understanding	21%	42%
% within expected age related band on entry in creative development	21%	52%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low attainment in shape. Space and measures

<b>B.</b>	Low attainment in writing
<b>C.</b>	Lower communication and language skills, creative development, knowledge and understanding of the world.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	A small number of children eligible for pupil premium have identified additional needs and are being monitored through the SEND processes
<b>E.</b>	36% of children eligible for pupil premium have English as Additional Language 63.6% of children have attendance below 85%

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment in listening and attention and communication skills.	Children will have the skills and abilities which help them to access the curriculum, they can effectively communicate their needs. Children to listen and respond to a range of stories and retell their own stories. Effective extension of vocabulary. Confident speakers. Children much more willing to join in with singing and retelling of story.
<b>B.</b>	Improved attainment for reading, writing, number and SSM - increase in children mark making for a purpose. For EYPP children on transition to Reception Class. More able children to demonstrate their understanding of mathematical language and understanding of more experienced concepts.	Children willing to work with adults to story scribe, children will be very aware of story scribing and asking adults to scribe, children expanding on their stories and acting out their stories. Children mark making for meaning. Children familiar with Jolly phonics. Children using number in all areas of the curriculum, children using SSM in everyday occurrences, including music and singing.
<b>C.</b>	Improve Creative development and knowledge and understanding. – ability to play in a group extending and elaborating ideas. Ability to explore sound and play to music and add singing to their music. Ability to	To be secure in 30-50 months when starting at 22-36 months. To be emerging in 40-60 months when starting at 30-50 months. Children demonstrating high levels of participation. Children demonstrating enjoyment and a good sense of well-being – confident.
<b>D.</b>	Assessment data (EYFS) shows accelerated progress towards attaining expected levels in communication and language, literacy and mathematics.	To be secure in 30-50 months when starting at 22-36 months. To be emerging in 40-60 months when starting at 30-50 months. Especially in communication and language, literacy, maths, creative development and knowledge and understanding.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2017-2018</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</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</b>

					<b>implementation?</b>
Deliver quality first teaching to all EYPP children, matched to the children's needs and level of development, providing sufficient challenge to accelerate learning across the identified areas.	Provide differentiated interventions to support the needs and challenges of the children.	Small group interventions with highly qualified staff have been shown to be effective. (DATA)	Identified staff to deliver identified interventions. Children's progress monitored regularly. Delivery of 'teaching in the moment' to ensure teaching to the child's level and skill. This to be reviewed and reflected on in staff meetings.	HB	Termly – pupil progress meetings.
To develop improved language and story skills.	Children will have the same story read to them over a week or longer, during this time they will have opportunities to retell the familiar story, change the endings etc re-enact the stories. HB to attend training on 'story scribing for reluctant writers	This strategy is based on Early Year professional - Anna Ephgrave, information published linked to her practice and 1 <sup>st</sup> hand evidence..	HB to plan a story effectively to develop rich exposure to language. HB to disseminate to staff and ensure it is part of daily practice within the nursery	HB/RR	Termly - reviewing children's work and data.
To implement story scribing to promote writing for all children, to encourage children to engage with writing for a purpose.	Adults to story scribe for the children, using the child's piece of work and encouraging the child to tell a story. Adult to scribe. Encourage child to write what they can.,	1 staff member has attended the training for story scribing. 2 staff have attended to training from Anna Ephgrave – which incorporates story scribing and demonstrated the levels of progress	RR to ensure it is being implemented. Staff encouraged to display children's stories, evidence of stories in the children's learning journey's.	RR and HB.	End of summer term
To use leuven scale to assess and monitor progress and pupil well-being.	On entry children to be assessed using the Leuven Scales this will then inform the PSED curriculum and Leuven scales to used as part of adult observations too.	Leuven scales are a known assessment tool to gauge the children's readiness for learning, interaction and engaging. If the children are scoring 4/5 they are also ready to demonstrate high levels of characteristics of effective learning.	All staff received training on implementing assessment of the Leuven scales. RR to encourage staff to use this as an assessment tool on entry.	RR, HB, HB, NON	Termly.

To improve mathematical outcomes.	To ensure mathematical opportunities are everywhere in the environment.	Enhanced rates of progress.	All staff to evaluate areas of learning within outdoor and indoor and adapt accordingly. Providing mathematical opportunities. Improve % of children making good or better progress in maths and literacy.	RR/HB/ HB/NON	Termly, review data and evidence.
<b>Total budgeted cost</b>					
<b>ii. Targeted support</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>
Improvement of listening and attention and speaking skills	BLAST intervention.	Published research for the intervention, and improved outcomes.	BLAST intervention implemented in small groups of 6 maximum. Daily for 6 weeks.	HB	½ Termly Review the children and the progress, assess for other children who may require additional input. Cost of L2/L3 TA to implement intervention. £675
To support children's individual needs	To provide 1:1 work and small group work to support the outcomes for children with SEND.	To ensure that SEND children receive the best support which enables them to make good or better progress.	To ensure children's individual targets are achieved and met.	HB - SENCo	Termly, review targets sooner if required.
To improve listening and attention, and creative development through music.	Jo Jingles	There has been a lot of research regarding singing and the positive impact this has on children and their learning. Therefore ensure we maximize our children's potential we have invested in Jo Jingles which is a singing /musical session with the use of story. This provides opportunity to engage the children, develop their confidence with music and rhythm, this developing this within the different areas whilst also developing children's language.	Closely monitor progress, observations of children's participation during sessions, are children transferring these skills into other areas?	HB/RR	½ termly - £720

To develop and extend children's mathematical skills – ensuring they are ready for transition to Reception.	Introduce Numicon concept	Proven research of positive outcomes linked to Numicon. Evidence of increased rate of progress. This is also used in some of the local primary schools.	Use daily, ensuring children have their thinking and knowledge extended and challenged. Staff to provide mathematical concepts in all areas of the curriculum.	HB/RR	Monitor mathematical progress termly. Initial cost of £180 for numicon early years starter kit
A small number of our families access a family support worker through the children's centre we are co-located with.	Nursery, Parents and Children's Centre family support workers work closely together. Parents are also encouraged to attend courses at the children's centre such as 'potties and sleep.'	Parents are supported with routines, behaviour, debt management and much more.	This is reviewed during CAF meetings, if appropriate.	Children's Centre, RR and HB.	
Children to be able to comment about the world around them and ask questions.	Staff to continue to adopt the forest school approach from the previous year.	Forest school is a research based intervention. Encourage the children to grow things – potentially creating a vegetable patch.	Evidence of progress in knowledge and understanding of the world. Sustainable improvements on the quality of teaching for all.	HB, HB,	Monitor pupil progress, potentially purchase more forest school training in the summer term.
<b>Total budgeted cost</b>					In excess of £1575

