



Talbot Primary School – Early Years Pupil premium (EYPP) strategy statement – 2018-19

Since April 2015, we have been able to claim extra Government Funding for some of our children. This is known as Early Years Pupil Premium (EYPP). This provides us with an additional £300 for 3 and 4 year old children who have been in care, or adopted from care or whose parents are in receipt of certain benefits. We closely monitor and assess all of our children's progress, and have seen the very positive impact of these additional interventions on those eligible for Early Years Pupil Premium.

1. What will this report aim to do?

This report aims to:

- set out our 2018-19 plan and how we can continue to achieve the best possible outcomes for our children.

At Talbot Primary we have high expectations for all our children regardless of their starting points. The investment of EYPP funding can take many forms and is consistently evaluated to ensure that EYPP children make at least good progress from their starting points. Essentially, funding is used to ensure our pupil premium children aim high and for the principles of 'Courage, Truth and Loyalty' upon which the school is based.

If you require further information about being eligible for EYPP or would like to know more about your individual EYPP children's progress, please contact school.

2. The context of our school

2018-19

The school accommodated a 'bulge cohort' in Reception in 2016-17. The school is currently at capacity in each year group, with the handful of remaining Nursery places expected to be filled by December 2018. The number of children who do not have English as their first language is approximately 8%. Our percentage from ethnic minority groups is approximately 38%. The percentage of children on the Special Educational Needs is 5%, the same as in 2017-18.



1. Summary information					
Academic Year	2018-19	Total EYPP budget	£2,400	Date of most recent PP Review	2015
Total number of pupils	8	Number of pupils eligible for EYPP	8	Date for next internal review of this strategy	January 2019

2. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
Barriers to Learning	
A.	Health and self-care
B.	Language delay – Speaking, Listening and Understanding
C.	Behaviour (social interaction and skills)
D.	Physical Development
E.	Emotional Wellbeing
F.	Home and pre-setting experiences

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?
Children’s social and emotional well-being supported through Key Workers and interventions	<ul style="list-style-type: none"> Daily speaking and listening sessions with key workers. Visual aids to support children. 	<ul style="list-style-type: none"> Encourage speaking and listening through smaller groups with key workers. Resources used to support understanding of topic being taught. 	<ul style="list-style-type: none"> Planning using Development Matters journal, Assessment (Staff feedback, end of term data on O’Track, Tapestry observations, observations in the areas of provision) 	Nursery staff	Daily- staff feedback Weekly- planning meeting



	<ul style="list-style-type: none"> • Talk Matters- SST questions in areas 	<ul style="list-style-type: none"> • Extend children’s learning, speaking, ideas, questioning skills and knowledge through use of effective questioning in the areas of provision. 	<ul style="list-style-type: none"> • Adults working in Nursery are aware of SST questions in areas. Questions to be changed according to topic/interests/ children’s ability. 		Termly- O’Track data
To extend children’s physicality and development	<ul style="list-style-type: none"> • Movement play session (twice a week) and movement area in class. Resources for movement area • 1-1 sessions to meet targets with support worker. • Messy play – resources to support • Access to media/writing tools in areas- inside and outside. 	<ul style="list-style-type: none"> • Prior to movement play training- importance of development of gross motor skills in children’s development. • 1-1 sessions take place in the movement area to support individual targets that certain children are working towards e.g. lycra game- encouraging eye contact and communication. • Messy play fosters curiosity, imagination and exploration. It encourages communication and language development and promotes physical development. • To encourage and improve fine motor skills e.g. holding a pencil/ pen/ various tools between a thumb and two fingers with control. 	<ul style="list-style-type: none"> • Two sessions a week in KS1/KS2 hall to ensure entire Nursery involvement. Sessions planned using DM statements. E.g. walk down steps carrying a small object. Resources provided to ensure children can meet DM statements. E.g. movement play toys. • Daily 1-1 sessions recorded in children’s file for ISARs, outside agencies and other staff to stay involved with progress and next steps. • Planned into weekly planning using DM statements as a guide. • Media/ resources added to areas to encourage writing. 	Nursery staff	<p>Weekly- After movement play sessions and during staff planning time</p> <p>Daily- assessed during session. Conversations with parents before and after Nursery.</p> <p>Termly- ISAR reports/ O’Track assessments.</p> <p>Weekly- planning meeting</p>



	<ul style="list-style-type: none"> Care suite for toilet training 	<ul style="list-style-type: none"> Encourage children / support parents with toilet training. 	<ul style="list-style-type: none"> Intimate Care Plan / Parent support to toilet train children at Nursery. 		<p>Weekly- planning meeting. Update on Enhancements (post it notes) in the area targeted.</p> <p>ICPs updated on termly basis.</p>
<p>To improve children’s language delay leading to improved speaking and listening</p>	<ul style="list-style-type: none"> New topic word (weekly) – recorded for children to access and recap. 1-1 sessions to meet targets with support worker Carpet time (daily) Small group carpet time (daily) – phonics, circle time, maths, topic, 	<ul style="list-style-type: none"> Developing a good vocabulary is really important for all children. It is an important for helping children to talk in sentences but it's also really useful for learning to read. Topic words each week also support our EAL children, making words more meaningful. 1-1 speaking and listening sessions provide a strong foundation for other areas of learning; e.g. reading and writing. They support communication skills, promote social skills and form friendships. Also building confidence and self-esteem. Supports children’s learning, behaviour, speaking and listening skills. Smaller focus groups support children’s learning, behaviour, speaking and listening skills. 	<ul style="list-style-type: none"> Topic word taught in Key worker groups- Key workers to assess children’s input and understanding of the words. Link new topic word to Nursery theme/ story. Daily 1-1 sessions recorded in children’s file for ISARs, outside agencies and other staff to stay involved with progress and next steps. Carpet time focus- quick sessions, adults supporting children who need extra support to focus. Key workers recording children’s speaking and listening skills. 	<p>Nursery staff</p>	<p>Weekly- planning meeting</p> <p>Termly- If targets are achieved- next steps planned for.</p> <p>Daily</p> <p>Daily</p>



	<p>singing, travelling Ted/ home learning.</p> <ul style="list-style-type: none"> • Snack table- 6 children can sit here- promotes talk. • Phonics (weekly) - phase 1 	<ul style="list-style-type: none"> • Allows children to be part of a group. A lot of social benefits of sitting at a table to eat. • Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension). 	<ul style="list-style-type: none"> • Children given variety of fruit and veg, stories, water to pour at snack table, children pay, vote for favourite food. Lots of interaction and involvement. • Key workers record children's participation in each session. 		<p>Ongoing area of provision. Adult to observe daily.</p> <p>Weekly- in phonics sessions and planning meetings.</p>
Widening life experiences	<ul style="list-style-type: none"> • Farm visit • Shop visit • Circus Skills visit • Variety of fruit/veg at snack time. Resources bought weekly. • 'real' resources in areas of provision • Outdoor area learning 	<ul style="list-style-type: none"> • Increase motivation, improve behaviour, develop communication & language, develop understanding of the world, develop other areas • Fruit and veg at snack time provides real life experiences. The children use lots of different words to describe them. Develops other areas- Health and self-care, maths etc • By giving children a real item over a picture or pretend one children have gone from using just their sense of sight to using all of their senses to find out about that one item. • In order to grasp a good general knowledge of the world children 	<ul style="list-style-type: none"> • Link to weekly topics, carry on the experience in class to promote speaking, listening, develop language etc. • SST questions used by adults in the snack area to promote talking • SST questions used by adults in the snack area to promote talking. Enhancements added to areas of provision linked to children's interest. • areas of provision updated outside and resources 	Nursery staff	<p>Daily- during free flow play- am and pm</p> <p>Weekly- planning meetings</p> <p>Weekly- planning meetings, daily according to children's interests.</p>



	<ul style="list-style-type: none"> • Tapestry- Home learning 	<p>need to learn through experiences. Taking children outside- learning opportunities are huge- weather etc.</p> <ul style="list-style-type: none"> • Provide experiences for children to learn about other children's home life, culture, religions etc. 	<p>available for children to access. Enhancements added to areas.</p> <ul style="list-style-type: none"> • Weekly carpet sessions for children to share their home experiences with the class. 		<p>Weekly sessions- Show and tell.</p>
<p>Improved home school relationships and parental role in support child development</p>	<ul style="list-style-type: none"> • Stay and play • Challenge of the week • Star of the day- encourage more talk between parent and child about Nursery. • Parents Evening- Movement play information • Parent / teacher consultations • Daily Communication with parents/carers before and after school. • Parent information on Parent board, learning • Learning journey- resources provided for parents to take home 	<ul style="list-style-type: none"> • Over 70% of children's lives are spent, not in a setting, but with their family and the wider community. Therefore, home and community must be recognised as significant learning environments in the lives of children. • Encourage children / support parents with toilet training. 	<ul style="list-style-type: none"> • 21-32- key workers available on door morning drop off and afternoon pick up. • Parents encouraged to view parent boards in Nursery entrance hall. • Encouraged to view, comment and post their children's learning and achievements on Tapestry. E.g. Travelling Ted/ Nursery challenge/ out of school activities and achievements. • Parents/ children given weekly challenges to support learning at home. • stay and play sessions support parents with resources and ideas to continue at home. • Opportunities for parents to be involved. • Care suite used for changing children. Children 	<p>Nursery staff</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • Termly- ICP plans



	<ul style="list-style-type: none">• Newsletter on a termly basis• Sports Day• Tapestry observations• Travelling Ted• ICP plans/ care suite to support children and parents with toilet training		encouraged to support with change and are supported when sitting on toilet etc.		updated and signed by parents on termly basis.
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