



CNS CROSSENS NURSERY SCHOOL - Early Years Pupil Premium Strategy Statement 2018-19

1. Summary information					
Academic year	2018-19	Total EYPP budget	£1800	Date of most recent EYPP review	June 2019
Total number of children	84	Number of children eligible for EYPP	6	Next internal review of this strategy	July 2019

2. Current attainment	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected/ above the level expected for their age in prime areas	77%	81%
% achieving expected/ above the level expected for their age in literacy	100%	73%
% achieving expected/ above the level expected for their age in mathematics	100%	84%
% making typical or better progress from starting point in prime areas	97%	98%
% making typical or better progress from starting point in literacy	100%	98%
% making typical or better progress from starting point in maths	100%	99%
% achieving expected levels of Characteristics of Effective Learning	92%	90%

3. Barriers to future attainment	
In school barriers	
1.	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning
External barriers	
1.	A small number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes
2.	A small number have English as an Additional Language
3.	The majority are children who will only access 3 terms Nursery Education
Desired outcomes	
1.	Improve literacy skills for children eligible for EYPP on transition to Reception class
2.	Improve mathematical skills for children eligible for EYPP on transition to Reception class
3.	Develop children's characteristics of effective learning (COEL)

4. Planned expenditure					
Academic year		2018-19			
i. Quality of teaching for all					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation Impact on Learning and Development
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions	Invest EYPP to create longer term change which will help all pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Identified staff deliver interventions. Children's progress monitored regularly through progress meetings. Use staff meeting and INSET to embed a consistent approach	Lead Teacher and lead Practitioner	Jan 2019
Improve outcomes Characteristics of Effective Learning (COEL)	Tracking of progress in COEL in order to accelerate progress.	Research undertaken by the Sutton Trust identifies two intervention strategies, which evidence shows make the greatest impact on Pupil Premium investment. There are: feedback and meta-cognition/self-regulation (or learning-to-learn strategies), both of which the research shows add an additional eight months of progress over a year. This approach is integral to our provision for all children. We want to further develop the skills of staff in promoting COEL in all children who attend Crossens Nursery School.	Outcomes reviewed alongside termly tracking of the 7 areas of learning. SSTEWS evaluations and scrutiny of practice focused on the role of the educator in supporting, scaffolding and articulating learning.	Lead Teacher and lead Practitioner	June 2019
				Total budgeted cost	£2675 – Additional staff

ii. Targeted support					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review implementation
Improved outcomes in Communication & Language and in Literacy	Small group sessions using Scheme of Work for Speech and Language to support children's communication and language skills to build a firm foundation for future Literacy skills.	Research undertaken by the Sutton Trust identified that Phonics and Small Group Tuition adds an additional four months development to children's progress. The research that underpins both the ECAT and ELKLAN Strategies shows that children's language skills benefit most from having conversations with responsive adults. Our scheme of work aims to create a language rich environment underpinned by a strong focus on Literacy which supports children's listening, attention and vocabulary through retelling narratives and singing songs and rhymes which supports early Literacy.	Organise sessions to ensure staff delivering the session have sufficient time to plan, prepare, deliver and evaluate the programme.	Lead Teacher and lead Practitioner	Jan 2019
Total budgeted cost					Nil additional
iii. Enhancement					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Children have access to Extended Nursery provision (Breakfast or Lunch Club) and curriculum enhancements	Invite parents of EYPP Pupils to take up 1 extended service session per week. Parents of EYPP Pupils will not be asked to make a donation to support the cost of school outings and experiences	Research undertaken by the Sutton Trust identified that participation in enhancement activities such as arts, sports and extended schools accelerated progress by an additional two months	EYPP parents will be targeted and notified of the offer of taking up an extended service.	Office staff	Jan 2019
Total budgeted cost					£950 (based on take up for 2018-19)

5. Review of expenditure				
Previous academic year – 2017-18				
1. Quality of teaching for all				
Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
I. Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning. II. Improve outcomes Characteristics of Effective Learning (COEL)	Children make expected or better progress. Areas for development are swiftly identified and progress is accelerated where necessary. An appropriate level of challenge is provided for more able pupils.	Termly progress checks	Contribution to cost of employing an additional member of staff to reduce ratios	The very large majority of children eligible for the EYPP make typical or better progress in the Prime Areas (97%) and in Maths (100%). 87% of pupils eligible for the EYPP made typical or better progress. This is similar for Characteristics of Effective Learning on which there has been a substantial focus this year.
iv. Targeted support				
Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
Improve outcomes in Communication & Language and in Literacy	Children, identified as being at risk of delay, or with barriers to learning in this area are supported to make accelerated progress.	I. Baseline / Progress Meetings II. Monitoring cycle- targeting EYPP pupils through Learning Walks / Child Tracking / Learning Journal Scrutiny III. Termly report to Governors on impact of EYPP work	Maintenance of lower than required ratios in order to facilitate intervention, acceleration and achievement of targets (ELCC Assistant)	92% EYPP pupils attained the age related expectation on exit and made typical or better progress in this area.
v. Enhancement				
Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
Children have access to Extended Nursery provision (Breakfast or Lunch Club) and curriculum enhancements	Children are supported to access more than the universal 15 hour entitlement	Review of take up of extended services offer.	Cost of additional sessions	6 of the 8 eligible pupils took up the offer of an additional extended service session.

