



## Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
<b>School</b>	Warrington Road Nursery School				
<b>Academic Year</b>	2020-21	<b>Total EYPP budget (Autumn, terms)</b>	Approx. £7,500 plus £471 from last year	<b>Date of most recent EYPP Review</b>	July 21
<b>Total number of pupils</b>	85	<b>Number of pupils eligible for EYPP</b>	30	<b>Date for next internal review of this strategy</b>	Nov 21
2. Attainment					
N2	<i>Pupils eligible for EYPP</i>		<i>Pupils not eligible for EYPP</i>		
	On entry	July 21	On entry	July 21	
% 'on track' in PSE	35%	55%	36%	78%	
% 'on track' in PD	29%	50%	35%	83%	
% 'on track' in C&L	29%	55%	36%	88%	
% 'on track' in Lit	12%	45%	33%	66%	
% 'on track' in Maths	24%	68%	36%	73%	
% 'on track' in UW	29%	55%	36%	88%	
% 'on track' in EAD	35%	64%	47%	83%	
N1	<i>Pupils eligible for EYPP</i>		<i>Pupils not eligible for EYPP</i>		
	On entry		On entry		

% 'on track' in PSE	16.5%	100%	16%	65%
% 'on track' in PD	0%	83%	10%	60%
% 'on track' in C&L	25%	83%	10%	65%
% 'on track' in Lit	0%	83%	5%	35%
% 'on track' in Maths	16.5%	83%	7%	65%
% 'on track' in UW	8%	67%	2%	60%
% 'on track' in EAD	25%	100%	15%	70%

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A.</b>	Low baseline 'Communication and Language' levels impacting on all areas of learning
<b>B.</b>	Gross and fine motor skills impeding writing development
<b>C.</b>	Ability to manage Feelings and Behaviour having a detrimental effect on learning

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Children not toilet trained
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### 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase in percentage of children on track or above within Listening and Attention, Understanding and Speaking skills	EYPP children to make above expected progress to ensure that an increase in the percentage of children in line or above the expected level on exit. More able children to increase vocabulary and hence progress within Wellcomm assessment
<b>B.</b>	Increase in percentage of children on track or above within Managing Feelings and Behaviour	EYPP children to make above expected progress within Managing Feelings and Behaviour to ensure an increase in the percentage of children in line or above the expected level on exit
<b>C.</b>	Increase in percentage of children on track or above within Moving and Handling and Writing	EYPP children to make above expected progress within Moving and Handling and Writing. More able EYPP children to improve attainment within Writing

D.	Increase percentage of children at age expected levels within Health and Self care	EYPP children to make above expected progress within Health and Self care to ensure an increase in the percentage of children in line or above the expected level on exit.
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i. Quality of teaching for all					
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?
Increase in percentage of children on track or above within Listening and Attention, Understanding and Speaking skills	'Diddikicks' sessions focussing on listening and attention, physical skills, self-regulation	We want to provide positive male role models within a female oriented early years setting to support the development of children's listening and attention skills and thus other areas of the curriculum.	All staff to participate in and monitor the sessions to observe children's listening and attention and if this changes. Strategies used to be continued with children after the sessions have finished	SLT	July 21
	Targeted staff development via lesson observations based on SSTEW scales / high quality feedback	Strengths and areas of development identified to ensure that all learning opportunities are capitalised on and consistently used. I CAN strategies are known to be effective when used consistently	Planned lesson observations and learning walks to monitor use of agreed strategies	HT	Continue until July '21
	All children WELLCOMM screened at least twice over the year as part of ongoing Talk Halton programme	Wellcomm is a proven tool for identifying, supporting intervention strategies, measuring progress. The use of this as part of a universal roll out tool will support the CaL work currently taking place during both child initiated and adult directed learning, and will support in measuring progress for all children	AHT to work with staff in training, supporting and monitoring the use of screening and ongoing intervention work. All children to be screened initially and then rescreened by the end of the year to measure progress CAL skills	AHT	July '21

	Use of The Curiosity Approach to support vocabulary development and word building	EEF cites that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. We will continue to use this approach to support all children, but more specifically children who don't require specific intervention re CaL because they are working at age related expectations, but would benefit from a widening of vocabulary; building up word banks; support social interaction	Children to be targeted over a 12/11 week period (2 hours per week) introducing everyday unusual objects which will spark curiosity, language and hence widen vocabulary. Children will be Wellcomm screened and observations will indicate language use	AHT	July 21
Increase in percentage of children on track or above within Moving and Handling and Writing	Diddikicks' sessions focussing on physical skills, core strength, self-regulation	To support gross and hence fine motor development, learning how to control their bodies and support their development of core strength needed to write. The EEF toolkit cites that a number of studies also suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.	All staff to participate in and monitor the sessions to observe children's listening and attention and if this changes. Strategies used to be continued with children after the sessions have finished	SLT	July 21
Increase in percentage of children on track or above within Managing Feelings and Behaviour	Focussed circle time activities based on Dossie and Kwarmie pack	Use of puppets to support children in learning how to manage feelings and behaviour and to develop self-control is well known. The EEF toolkit cites that a number of studies also suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.	AHT will oversee re any targeted support needed. Data will show improvement	SLT	July 21

**Total budgeted cost**

£300  
plus Nursery Resources

**ii. Targeted support**

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?
<p>Improve the development of Listening and Attention, Understanding and Speaking skills</p>	<p>Small group interventions based on SLT packs</p>	<p>This support is targeted at specific children who require speech development / specific focussed listening and attention. The strategies used are those recommended by SALT's Small group targeted intervention has proven to be effective as recommended within Early Talk Boost. Targeted intervention matched to specific students is suggested to be effective in EEF toolkit</p>	<p>17.5 hours per week planned to run for 10/12 weeks, with evidence collated re effectiveness of the session</p>	<p>AHT</p>	<p>July 21</p>
<p>Increase in percentage of children on track or above within Managing Feelings and Behaviour</p>	<p>Targeted use of Boxall Profiling to identify possible areas of support and a clear plan of action</p>	<p>Boxall profile is a resource to support in the assessment of children's social, emotional and behavioural development. Many children are insecure about their worth and show their discomfort through their behaviour eg self-withdrawal, not making good relationships, not fulfilling potential. Alternatively, they may engage in disruptive or destructive behaviour Resulting in not positively engaging in education. Understanding what lies behind behaviour can help us to be confident in understanding that behaviour. The profile is designed to track the progress of cognitive development and behavioural traits of children and support us in developing strategies to help move this behaviour on.</p>	<p>AHT to work with KP to compile the targeted profiles , Boxall scores will improve over the year. Data for PSE will show improvement</p>	<p>AHT</p>	<p>July 21</p>

iii Other approaches					
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?
Increase percentage of children at age expected levels from 28% to very large majority within Health and Self care	Target toilet training support for parents. Signpost parents to HV teams / continence	Teaching time is being taken up changing children. Health professionals state that most children should be ready to start by 2 and by 3 should be able to use the toilet and not be wearing daytime nappies or pull ups.	Parents will engage with the process. Numbers of children in nappies will drop Percentage of children at age expected levels will increase	AHT	July 21
<b>Total budgeted cost</b>					£8183

3. Review of expenditure –				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase in percentage of children on track or above within Listening and Attention and Speaking skills	<p>-‘Diddikicks’ sessions focussing on listening and attention, physical skills, self-regulation</p> <p>-Targeted staff development via lesson observations based on SSTEW scales / high quality feedback</p> <p>-‘Talk Halton’ project engaged with training accessed and all children WELLCOMM screened each term</p> <p>-Use of The Curiosity Approach to support vocabulary development and word building</p>	<p>28% improvement percentage inline or above within listening and attention for EYPP children, 29% improvement overall for N2 cohort.</p> <p>28% improvement percentage inline or above within Speaking for EYPP children</p> <p>40% improvement overall for N2 cohort</p> <p>-Initial staff observations, with a focus on dialogical book talk, were completed but subsequent ones delayed due to Covid 19</p> <p>-Wellcomm screening – has been disrupted over the year due to Covid however improvement of 11% in children screening at green for age over the year</p>	<p>Staff continue to report that children enjoyed the Diddikicks sessions with boys responding particularly well to a male role model The approach taken supports the development of gross motor skills and hence then fine motor development. Listening and Attention is key. This approach has been evidenced as successful and will be rolled out again next year.</p> <p>Wellcomm screening will be continued at a targeted level and rolled out to universal where finances allow, in line with Halton’s Talk Halton strategy. The evidence is showing that this approach supports targeted intervention.</p> <p>Staff observations will continue to be based on dialogical book talk plus ECERS E audits to evidence improvement</p>	£300 plus nursery supplement for additional costs

<p>Increase in percentage of children on track or above within Moving and Handling and Writing</p>	<p>-Diddikicks' sessions focussing on physical skills, core strength, self-regulation</p>	<p>14% improvement percentage inline or above within moving and handling for EYPP children, 33% overall for N2 cohort 31% improvement percentage inline or above within Writing for EYPP children 31% overall for N2 cohort</p>	<p>Continue to rollout the strategies outlined to support all children within Moving and Handling and Writing. Recommission Accent music hub (if funds allow) to deliver more sessions as this supported beat and music work, plus acted as staff CPD within music and beat work. Continue to support language development which is key to accessing other curriculum areas. Screen cohort in Autumn term to establish exact CaL needs and target interventions. Develop outside shelter areas to support more use in poorer weather</p>	<p>As above</p>
<p>Increase in percentage of children on track or above within Managing Feelings and Behaviour</p>	<p>Focussed circle time activities based on Dossie and Kwarmie pack</p>	<p>32% improvement % in line or above within Managing Feelings and Behaviour for EYPP children 42% overall for N2 cohort</p>	<p>This has been an important year for all children's PSE development due to Covid and lockdown and the lack of socialisation opportunities outside of Nursery. Children PSE was low on baseline entry as a cohort so strategies have been applied consistently universally. Dossie and Kwarme has been run alongside other PSE strategies both targeted and general. Dossie and Kwarmie will continue to be rolled out as for universal support , however other targeted strategies may prove to be more effective e.g. Boxall profiling children who are low in PSE</p>	<p>No additional costs this year</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improve the development of Understanding and Speaking skills</p> <p>Increase in percentage of children on track or above within Managing Feelings and Behaviour</p>	<p>Small group interventions based on SLT packs</p> <p>Targeted use of Boxall Profiling to identify possible areas of support and a clear plan of action</p>	<p>Impact in data as above. 45% and 50% EYPP children made above expected progress within Understanding and Speaking, compared to 69% and 67% non EYPP 59% of EYPP children made at least one level of progress on Wellcomm screen 24% of EYPP children made at 2 or more levels of progress</p> <p>22% improvement % in line or above within Managing Feelings and Behaviour for EYPP children 42% overall for N2 cohort 41% EYPP children made above expected progress within Feelings and Behaviour compared to 69% of the N2 cohort Targeted use of Boxall for 1 child resulted in change of 48 points developmentally (Red to amber ; and 24 points diagnostically (red to green)</p>	<p>Targeted intervention work historically produces the best outcomes for us however base line assessments for all children were much lower this year and the impact of this has been that all children have consistently made more than expected progress. This has then impacted on the difference between EYPP and Non EYPP which has not been diminished as we would have liked and have seen in previous years. We are however mindful that targeted intervention supports children who would not necessarily make this progress as part of a larger group / universal offer and therefore we plan to continue this approach as it has historically been effective for us.</p> <p>Wellcomm screening is now embedded although inconsistent this year due to Covid absences. It will continue to support targeted intervention next year.</p> <p>The curiosity approach has supported interest and vocabulary. We are planning to continue this again next year and hope that using the WELLCOMM screening with a wider range of children will give us more evidence re vocabulary. We are also planning to focus on continuous provision areas as a way to target vocabulary acquisition</p> <p>Boxall provides a clear plan of action and clearly measurable data relating to progress. This will be continued in a targeted capacity next year</p>	<p>£8183 plus additional from within nursery resources</p> <p>Cost met from Nursery resources</p>
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase percentage of children at age expected levels from 28% to very large majority within Health and Self care	Target toilet training support for parents. Signpost parents to HV teams / continence	46% improvement % in line or above within Managing Health and Self Care for EYPP children 53% overall for N2 cohort Large majority of EYPP children and very large majority of N2 cohort exited inline or above	Covid seemed to impact on the numbers of children entering the setting not toilet trained. The impact of strategies used is good however they did take a lot of staff time initially and then ongoing to support parents and children in toilet training. Parents have been signposted to various outside agencies (HV, continence team) plus ERIC website. Resources have been provided to support parents eg star charts, leaflets etc.	Met from within nursery budget