



Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information							
School	Warrington Road Nursery School						
Academic Year	2021-22	Total EYPP budget (Autumn, terms)		Approx. £7359	Date of most recent EYPP Review	May 22	
Total number of pupils	76	Number of pupils eligible for EYPP	27	% of pupils eligible for EYPP	35.5%	Date for next internal review of this strategy	July 22
2. Attainment							
N2	<i>Pupils eligible for EYPP</i>			<i>Pupils not eligible for EYPP</i>			
	Sept 21	March 22		Sept 21	March 22		
% 'on track' in PSE	43	57		37	63		
% 'on track' in PD	76	71		73	91		
% 'on track' in C&L	48	57		37	66		
% 'on track' in Lit	43	57		33	56		
% 'on track' in Maths	52	48		57	66		
% 'on track' in UW	48	52		33	63		
% 'on track' in EAD	62	71		60	75		
N1	<i>Pupils eligible for EYPP</i>			<i>Pupils not eligible for EYPP</i>			
	On entry			On entry			

% 'on track' in PSE	20		27%	
% 'on track' in PD	80		36%	
% 'on track' in C&L	20		18%	
% 'on track' in Lit	0		9%	
% 'on track' in Maths	20		9%	
% 'on track' in UW	0		9%	
% 'on track' in EAD	0		18%	

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

In-school barriers

A.	Low baseline 'Communication and Language' levels impacting on all areas of learning
B.	Low baseline literacy levels
C.	Ability to manage Feelings and Behaviour having a detrimental effect on learning
D.	Low baseline maths levels

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

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in percentage of children on track within Communication and Language	All children to be Wellcomm screened on baseline and end of year as a minimum. EYPP children to be screened termly. EYPP children will make progress within the Wellcomm screenings leading to increased percentage moving towards age appropriate level and on track. Interventions to be identified and implemented as a targeted offer for EYPP children and universal to support all children. All children to increase vocabulary and hence progress within Wellcomm assessment
B.	Increase in percentage of children on track within PSE	EYPP children to be tracked termly within Leuven Scales for wellbeing and involvement. Targeted work on self-regulation via Brighstart approach. Percentage of EYPP children on track for PSE to increase over the year.

C.	Increase in percentage of children on track within Literacy	Parents to have knowledge organisers with electronic links termly Rhyme of the week to go out via email with electronic link included EYPP children to have book bag to and be encouraged to use to regularly Percentage of EYPP children on track within literacy to improve over the year
D.	To support EYPP children to develop knowledge and skills and understanding in using mathematical concepts	Increase in percentage of EYPP children at age related expectations

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 Communication and Language	4x 20 minute Mini movers / ball skills sessions for each child over the term focussing on listening and attention, repetition of song, physical skills, self-regulation	Using music linked with dance to support whole brain activity and the development of children's listening and attention skills and thus other areas of the curriculum Diddikicks sessions 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	RC	May 22 9% increase on track EYPP 39% non EYPP
	Targeted staff development via lesson observations based on SSTEW scales /	Strengths and areas of development identified to ensure that all learning opportunities are capitalised on and	Planned lesson observations and learning walks to monitor use of agreed strategies	HT	Continue until July '22

<p>Increase in percentage of children on track within literacy</p>	<p>EECERS E giving high quality feedback</p> <p>All children WELLCOMM screened at least twice over the year as part on ongoing Talk Halton programme</p> <p>Core vocabulary identified and targeted within continuous provision</p> <p>Use of The Curiosity Approach and targeted core vocabulary to support vocabulary development and word building</p> <p>Parents to have knowledge organisers with electronic links to quality books termly Rhyme of the week to go out via email with electronic link included</p>	<p>consistently used. I CAN strategies are known to be effective when used consistently</p> <p>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</p> <p>EEF states that successful communication and language approaches used in the early years include explicitly extending children's spoken vocabulary by introducing them to new words in context</p> <p>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 targeted 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 Studies indicate that involving parents in developing early literacy strategies can be beneficial,</p>	<p>AHT and Talk Halton lead 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</p> <p>Vocabulary to be targeted over a half termly period via continuous provision areas plus introducing everyday unusual objects which will spark curiosity, language and hence widen vocabulary. Children will be Wellcomm screened and observations will indicate language use</p>	<p>AHT</p> <p>Teachers</p> <p>SLT</p>	<p>July '22</p> <p>July 22</p> <p>July 22 14% increase on track literacy EYPP 23% increase on track literacy Non EYPP</p> <p>Jul 22 14% increase on track EYPP children 26% increase on track non EYPP</p>
<p>Increase in percentage of children on track within PSE</p>	<p>Minimovers / ball skills sessions focussing on physical skills, core strength, self-regulation</p>	<p>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</p>	<p>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</p>	<p>SLT</p>	<p>Jul 22 14% increase on track EYPP children 26% increase on track non EYPP</p>

	Focussed circle time activities based on Dossie and Kwarmie and on Brightstart self-regulation	<p>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.</p> <p>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.</p>	Teacher to run the projects. AHT will oversee re any targeted support needed. Data will show improvement	SLT	Feb 22
Total budgeted cost					£1424 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?
Improve the development of Communication and language skills	Small group interventions based on SLT packs and Wellcomm screenings packs	This support is targeted at specific children who require speech development / specific focussed listening and attention. The strategies used are those recommended by SALT, plus taken from Wellcomm big book of ideas. Small group targeted intervention has proven to be effective as recommended	11.25 hours per week planned to run for 12 weeks, with evidence collated re effectiveness of the session	AHT	Feb 22 9% increase on track EYPP

<p>Increase in percentage of children on track within PSE</p>	<p>Targeted use of Boxall Profiling to identify possible areas of support and a clear plan of action</p>	<p>within Early Talk Boost. Targeted intervention matched to specific students is suggested to be effective in EEF toolkit</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 22 14% increase on track EYPP</p>
<p>Total budgeted cost</p>					<p>£5929 plus nursery resources</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?
To support EYPP children to develop knowledge and skills and understanding in using mathematical concepts	<p>To engage in refining EYFS Mathematics Pedagogy training via the Cheshire and Wirral maths hub</p> <p>To engage in EEF Maths champions project in conjunction with York University</p>	<p>Early numeracy approaches have been proven to have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. The most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.</p>	<p>Teachers to cascade information via staff meetings. Time to explore 'Learning Trajectories' and Development Matters statements. SLT to monitor the impact that maths training and approaches have via data. Challenge and support re children not on track</p> <p>York University to oversee the project and to allocate Nursery to either the control or targeted group. Children to undertake baseline and summer assessment</p>	RC	July 22

Increase in percentage of children on track within Communication and Language	To train staff in use of Makaton and to become a Makaton accredited setting	Most studies undertaken by EEF comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills. Makaton is one such approach to support children who have limited verbal skills	LA SEN advisor to support and train staff	AHT / KL	Feb 22 Makaton training completed .Sign of the week introduced and videos gone home to support home learning
Increase in percentage of children on track within Literacy	Book bag for each EYPP child to support reading at home	Parental engagement in early years education is consistently associated with children's subsequent academic success Studies indicate that involving parents in developing early literacy strategies can be beneficial	Staff to oversee children bringing book bags and choosing to take a book home to share	Staff	July 22 Each EYPP child has a book bag to support literacy – 14% increase EYPP
Total budgeted cost					£108 plus Met from budget

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
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