



Bedworth Heath Nursery School: Early Years Pupil Premium

The early years pupil premium (EYPP) is additional funding to improve the quality education they provide for disadvantaged 3&4 year-olds.

EYFS Pupil Premium Programme: September 2017 – July 2018

Summary information E = emerging D = developing S = secure // - denotes expected stage on entry // denotes 1 stage below // denotes 2 stages + below									
Academic Year	17/18						Total PP budget: £1,500		
Total number of pupils	September 2017: 52 children (24 attending 30 hrs)						Number of pupils eligible for PP: 5		
Achievement	Expected stage of development is for a child to be working in the EYFS DM band related to their age								
Autumn term	PSED entry	PSED exit	Progress	CLL entry	CLL exit	Progress	PD	PD exit	Progress
Child 1	8 - 20 E	30/50S	11 steps	8 - 20 E	30/50S	11 steps	8-20 C	30/50S	10 steps
Child 2:	16- 26 C	30/50S	7 steps	16- 26 E	30/50S	8 steps	16- 26 C	30/50S	7 steps
Child 3:	8 -20 S	30/50C	8 steps	8 -20 S	30/50C	8 steps	8 -20 S	30/50S	9 steps
Child 4:	8 - 20 E	40/60E	12 steps	8 - 20 E	40/60E	12 steps	8-20 C	40/60E	11 steps
Child 5:	0-11E	N/A deceased		0-11E	N/A deceased		0-11S	N/A deceased	
Internal barriers to future attainment for pupils eligible for EYFS Pupil Premium									
Children do not enter with knowledge, skills and abilities which are 'in-line' with their chronological age. The level of developmental delay will require extensive internal support and with EYPP set at just £300 per child this is challenging in the face of wider financial constraints									
External barriers for pupils eligible for EYFS Pupil Premium									
<ul style="list-style-type: none"> Low attendance: (young children can not make a choice to attend / not attend & it is not statutory). However, good attendance is important for development and progress, so we would always seek to support this. Parental involvement in learning is crucial to support rapid progress both at home and school Children's emotional well-being is a key barrier to their early achievement. 									
Desired outcomes									
<ul style="list-style-type: none"> Pupils in receipt of EYFSPP make outstanding progress in the three prime areas of learning 									

Academic year 17/18: Planned support and intervention for EYFSPP			
Desired outcome: <ul style="list-style-type: none"> • <i>Pupils in receipt of EYFSPP make outstanding progress in the three prime areas of learning</i> • <i>80% of Children with a RED WELLCOMM assessment make progress within the WELLCOMM assessment system</i> 			
Chosen action / approach	How will you ensure it is implemented?	Staff lead	Impact and outcomes – July 2017
<ul style="list-style-type: none"> • Pupils in receipt of EYFSPP access a range of small group work in relation to their identified needs across each week, via Key worker release time 	It is planned for within weekly staff deployment for each of the 5 SEYEs £9.21 p/hr x 5 hrs a week x 38 weeks = £1,749	NB	<i>100% attain at expected in PD All children attain at expected in PSED & CLL with the exception of JM who is just below this, All pupils in receipt of pupil premium make outstanding progress except for JM who makes 7 steps where 8.5 is outstanding for an 8 term child. JM and his family are supported via Early Help, there is significant turmoil in the summer term Wellcomm screening led to specific intervention groups 85% of Children with a RED WELLCOMM assessment make progress within the WELLCOMM assessment system</i>
<ul style="list-style-type: none"> • Wellcomm screening identifies any underlying communication needs and intervention group participation 	£9.21 p/hr x 1 hrs a week x 30 weeks = £276.30 <i>SLT & Governor monitoring Intervention group IIP's and reviews</i>	BC / RB	
<ul style="list-style-type: none"> • The parents of pupils in receipt of EYFSPP receive additional support regarding home learning activities and resources – the Achievement for All approach is used to focus on aspiration, access to learning and achievement • Parents are invited to REAM and REAL courses led by adult and community learning 	SS will identify specific needs and prepare resources to support home learning that support these needs Children will receive home to play bags Invitations include children in receipt of EYFSPP <i>Evaluations will evidence impact</i> £9.21 p/hr x 2 hrs a week x 38 weeks = £699.96	SS SS	<i>Workshop sessions covered: Early writing - mark making and messy play, Books and oral language - fun with stories, rhymes and songs. Environmental print - looking for words and letters on a short walk. All EYFSPP families were given Home to Play resources on a regularly basis that were tailored to build on the knowledge and skills the children were being taught at Nursery to consolidate at home. Sessions were not well attended and we need to look for different ways to complete this work with PP families. The sessions were offered as a block set of sessions which did not work for our families to have such a commitment in place. On reflection moving into 2018-2019 the sessions will be offered as one off workshops. The feedback from the sessions from families that did attend were extremely positive. 75% of the families attended some of the REAL and REAM workshops offered.</i>
<ul style="list-style-type: none"> • School trips and visits are subsidised 	School policy is applied <i>Evidence of subsidy given</i>	AK	<i>All Pupil Premium families attended our school visits</i>
INCOME: EYFSPP: Autumn term forecast: £1,500 for 5 children Cost: £2,725			

Quality Teaching for a wider identified group of children with vulnerabilities - not in receipt of EYFS Pupil Premium:

Desired outcome: 100% of children identified as Vulnerable will make good progress with 70% making outstanding progress (90% of new 3 term intake enter below expected & three year data evidences that at best 16% enter at the expected stage of development)

80% of Children with a RED WELLCOMM assessment make progress within the WELLCOMM assessment system

Chosen action / approach	How will you ensure it is implemented?	Staff lead	Impact and outcomes – July 2017
Continuous provision planning focuses on children's interests and responds with small next steps and adaptations to the learning environment	It will be discussed at pedagogy meetings and progress meetings <i>SLT monitoring Governor monitoring Data analysis</i>	NB	<i>Pedagogy Journals</i> and <i>planning meeting minutes'</i> detail specifically how the environment and resources are changed and developed in response to observation and assessment. <i>SLT & Governor monitoring</i> substantiates a picture of outstanding teaching & environments over time Group level data evidences that: 100% of children identified as Vulnerable make good progress with over 70% making outstanding
Additional reading in the areas that we are targeting supports staffs knowledge, skills and understanding	NB & SS share a professional reading file / research <i>Governor monitoring</i>	NB / SS	<i>Professional research files, case studies and displays are present in the staff room</i>
Specific intervention groups for Wellcomm (communication and language development), building self-confidence and self-esteem, physical development and self-regulation	Sessions are planned for and evaluated <i>SLT monitoring Governor monitoring Data analysis Progress meetings</i>	NB, BC, RB	<i>85% of Children with a RED WELLCOMM assessment make progress within the WELLCOMM assessment system. Interventions and home link activities were given to ensure that progress was made. The use of play bags at home and targeted speech and language activities supported a consistent approach between home and nursery to work on the target areas.</i>

Resources: The School employs an apprentice to provide additional capacity for staff to work on a lower Adult: child ratio (1:10 rather than 1:13)
Cost: £7,864

Over the academic year children joined at each half term point and therefore by the summer term there were more pupils in receipt of EYPP than are tracked here. They will be reported upon in the 2017/18 EYFS PP plan