



Spencer Nursery School – Early Years Pupil Premium Strategy Plan - 2018-2019

Year	Number of Pupil Premium Children Currently on Roll	Early Years Pupil Premium Allocation
Academic Year 2018-19	2 pupils	Estimated Early Years Pupil Premium Allocation £572.40 The EYPP strategy will be reviewed on an annual basis at the end of the year.

The Pupil Premium Grant provides additional money for any pupils whose families are entitled. Families with children aged 3 and 4 years of age, may be entitled to Early Years Pupil Premium. The aim of the grant is to improve outcomes for these children because research has shown that they tend to underachieve in relation to other groups of learners. Pupil/Early Years Premium funding has been introduced to tackle disadvantage and to raise attainment. It is for schools to decide how the grant should be spent to support these pupils as they are best placed to assess what additional provision should be made for their pupils and to address any inequalities. This grant is made in addition to main school funding. Children in nursery school may be entitled to Early Years Pupil Premium which the school can access via the Pupil Premium Grant.

At Spencer Nursery School we seek to ensure the effectiveness of our use of the Early Years Pupil Premium. We know that barriers to achievement take a variety of forms and so we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We help children to become independent learners and we work with our families and colleagues to make sure everyone has high aspirations for all pupils. The Early Years Pupil Premium Grant enables us to focus on academic progress and also on developing children’s social and emotional wellbeing so that children feel secure, gain confidence, have access to opportunities from which they might have been otherwise excluded and are in a better position to learn to the best of their ability. We ensure that children entitled to Pupil Premium are well represented and have their voice and opinion heard. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school’s resources to improve the attainment of disadvantaged pupils. All schools are required to publish online information about how they use the Early Years Pupil Premium. This will ensure that parents and others are made fully aware of the support allocated and the impact that these opportunities and interventions have had on the progress of the pupils. Impact is reported at the end of the academic year.

Strategy / Intervention	Amount	Action	Success Criteria	Monitoring	Impact – Summer 2019
To ensure that children with EAL are given relevant support and EAL books to enhance their achievement in speaking and listening.	£572.40	To purchase additional EAL books. To continue to use EAL language translation pens. To facilitate Early Years Practitioners to support individual children. Release ELKLAN trained member of staff to give 1:1 support across the school.	Personal progress in early speech and language, which will improve achievement across the curriculum. Individuals in receipt of EYPP will be tracked and monitored to ensure they achieve in line with their peers.	Promote ELKLAN across the three rooms and monitor progress. Raise awareness of all staff. Termly data.	Additional books were purchased to support children’s learning and EKLAN was used to support language across the school. ELKLAN trained member of staff worked with staff in all three rooms and provided strategies to support individual children, including all EYPP children. EYPP children attained well and made good progress from their entry baseline to

					their exit point. They achieved age expected outcomes in speaking and listening (achieving 30-50 secure).
Relevant support put in place to ensure all children, including those in receipt of EYPP, attain the best outcomes possible from their starting point.		<p>Strong Key Person approach is in place to support children and families, experienced practitioners allocated to EYPP children.</p> <p>Strong leadership in place to oversee the attainment of the children and to drive the ethos of high aspiration across the school for all pupils.</p> <p>Continuing professional development for all staff to enable continued support and attainment for all children.</p> <p>Strong links have been developed across the federation between Spencer Nursery and Hackbridge Primary to share best practice and ensure the best outcomes for children.</p>	<p>Key person system supports all of the children in their key group.</p> <p>Good practice will be shared and advice sought to support all children.</p>	<p>Leadership team continually monitor.</p> <p>CPD is a continuous process.</p>	<p>The key person system continues to work well.</p> <p>In comparison with their peers, EYPP children achieved in line with their peers and achieved age expected outcomes in identified areas of areas maths and communication and language (achieving 30-50 and 40-60 months).</p> <p>The use of Pupil Asset enables the SLT to continually monitor children's progress.</p> <p>All staff continue to receive CPD opportunities to enhance their knowledge.</p>
Key practitioners provide focus activities for groups of children or individual children.		<p>Individual child/small group work led by Early Years Practitioners to support identified areas for improvement.</p> <p>Key Person Groups are held daily where strategies such as next steps and ELKLAN are focussed on.</p>	Children make relevant progress across the whole EYFS curriculum from their starting point.	All children are tracked across all areas of the curriculum using the Pupil Asset System.	The use of Pupil Asset is embedded across the school. All staff can access children's data to highlight any the children's next steps in their learning and feed this into their planning.

					Small groups for speaking and listening and communication and language were effective allowing them to explore areas of interest to them.
Work to raise children's aspirations and develop ideas for the future.		Plan work around what children could be when they grow up. Invite professionals in to discuss their jobs and talk to children about their work. Career Dress Up Week.	Children will develop awareness of different jobs and roles. Children talk confidently about what they would like to do.		Children are increasingly aware of different jobs and careers. They had the opportunity to talk about what they want to be when they grow up and look at important jobs different people do.
Enable parents to develop an understanding of the Early Years Foundation Stage and how to support their child at home.		Provide open mornings for parents to visit the classroom to see first-hand how their children learn. Provide Story Sacks for children to explore with parents at home. Provide Maths Games for children to explore with parents at home. Staff to raise awareness and target EYPP children.	Parents gain knowledge of the curriculum and can support their child.	All feedback will be monitored and used for future open events. The activities match the curriculum and feed into children's progress.	Well attended open mornings were held during the year focussing on early maths. Parents were able to gain an insight into their children's learning and discuss how to support this at home. Comments were positive about seeing how the practitioners used resources, songs and rhymes.
Artist in Residence to work with small groups of children	£73 per session (1 session per term) £219 per year	Artist in Residence to work with children to enhance their artistic skills and self-expression.	Children's confidence will be enhanced.	Photographs of the activity and children's work will be displayed in school. Art work will be taken home.	The Artist in Residence worked with the children once a term around celebrations such as Christmas and Mother's day as well as working on focused artists and art techniques.