

Spencer Nursery School – Early Years Pupil Premium Strategy Plan - 2017-2018



Year	Number of Pupil Premium Children Currently on Roll	Early Years Pupil Premium Allocation
Academic Year 2017-2018	6 Pupils	Estimated Early Years Pupil Premium Allocation £1,700.00 The EYPP strategy will be reviewed on a termly basis at the end of each term.

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
<ul style="list-style-type: none"> To improve children's early speech and language. To ensure that children with EAL are given relevant support and EAL books to enhance their achievement in speaking and listening 	£1,700.00	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Pupils in receipt of EYPP attain in line with all pupils in regard to early speech and language. 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. 	<ul style="list-style-type: none"> Promote ELKLAN across the three rooms and monitor progress. Raise awareness of all staff. Termly data. 	<ul style="list-style-type: none"> SPRING 2018 ELKLAN trained member of staff has worked with staff in all three rooms and provided strategies to support individual children, including all EYPP children.(Spring 2018) AUTUMN 2017 The language translation pens continue to be used to support all EAL children, including 1 child in receipt of EYPP.(Autumn 2017) AUTUMN 2017 All staff are aware of EYPP children and the support they require. (Autumn 2017)

In addition to our EYPP Funding that we have used to focus on early speech and language and EAL support, we also have a tight focus on how we can increase the life chances of all of our pupils including those in receipt of EYPP. We aim towards the best possible outcomes for all of our children as they move to the next stage of their education and as they progress through their lives towards an economically secure future.

Strategy / Intervention	Amount	Action	Success Criteria	Monitoring	Impact
<ul style="list-style-type: none"> Relevant support put in place to ensure all children, including those in receipt of EYPP, attain the best outcomes possible from their starting point. 		<ul style="list-style-type: none"> Strong Key Person approach is in place to support children and families, experienced practitioners allocated to EYPP children. 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. Continuing professional development for all staff to enable continued support and attainment for all children. 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. Rigorous monitoring of Senior Leadership team of accuracy of assessments. 	<ul style="list-style-type: none"> Key person system supports all of the children in their key group. Good practice will be shared and advice sought to support all children. 	<ul style="list-style-type: none"> Continuous monitoring in place. Leadership team continually monitor. CPD is a continuous process. SLT continually monitor. 	
<ul style="list-style-type: none"> Key practitioners provide focus activities for groups of children or individual children. 		<ul style="list-style-type: none"> Individual child/small group work led by Early Years Practitioners to support identified areas for improvement. Key Person Groups are held daily where strategies such as next steps and ELKLAN are focussed on. 	<ul style="list-style-type: none"> Children make relevant progress across the whole EYFS curriculum from their starting point. 	<ul style="list-style-type: none"> All children are tracked across all areas of the curriculum using the Pupil Asset System. 	<ul style="list-style-type: none"> Tracking will be collated and analysed when Pupil Asset is embedded.

<ul style="list-style-type: none"> • Work to raise children's aspirations and develop ideas for the future. 		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children will develop awareness of different jobs and roles. • Children talk confidently about what they would like to do. 	<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • Continue to promote Spencer Nursery School's Positive Behaviour Policy. • Promote Spencer's "Kind Hands" ethos. 		<ul style="list-style-type: none"> • Staff to provide individual children with strategies to enable them to cope with certain situations. • Staff and children remind everyone to have kind hands/feet and words. 	<ul style="list-style-type: none"> • Children will follow advice given and play happily together. • Children will talk about kind hands and helping each other. 	<ul style="list-style-type: none"> • All staff will monitor and continue to raise awareness, intervening where appropriate. 	<ul style="list-style-type: none"> • AUTUMN 2017 Children feel safe and able to tell each other about kind hands. (Ofsted)
<ul style="list-style-type: none"> • Enable parents to develop an understanding of the Early Years Foundation Stage and how to support their child at home. 		<ul style="list-style-type: none"> • Provide open mornings for parents to visit the classroom to see first-hand how their children learn. 	<ul style="list-style-type: none"> • Parents gain knowledge of the curriculum and can support their child. 	<ul style="list-style-type: none"> • All feedback will be monitored and used for future open events. 	<ul style="list-style-type: none"> • Data from sessions will be analysed (Spring 2).
<ul style="list-style-type: none"> • Provide Story Sacks for children to explore with parents at home. • Provide Maths Games for children to explore with parents at home. 		<ul style="list-style-type: none"> • Staff to actively promote our lending opportunities. • Staff to ensure that all sacks have all the relevant accessories for children to borrow. • Staff to ensure that all maths games have all the relevant accessories for children to borrow. • Staff to maintain a record of pupils borrowing sacks/games. 	<ul style="list-style-type: none"> • Children will enjoy the resources available with their parents at home. • The activities match the curriculum and feed into children's progress. 	<ul style="list-style-type: none"> • Staff to raise awareness and target EYPP children. 	<ul style="list-style-type: none"> • Impact to be measured end of Spring 2.

<ul style="list-style-type: none"> • Continue to use "Memory Books" to share photos and experiences with parents. 		<ul style="list-style-type: none"> • Staff to keep memory books up to date with children's experiences. • All families take home their child's memory book to share their child's experiences. 	<ul style="list-style-type: none"> • Parents will be able to share in their children's experiences at school. 	<ul style="list-style-type: none"> • Senior staff will monitor to ensure that memory books are kept up to date. 	<ul style="list-style-type: none"> • ONGOING All parents are aware of and use the 'Memory Books' and are able to share in their child's experiences.
<ul style="list-style-type: none"> • Artist in Residence to work with small groups of children. 		<ul style="list-style-type: none"> • Artist in Residence to work with children to enhance their artistic skills and self-expression. 	<ul style="list-style-type: none"> • Children's confidence will be enhanced. 	<ul style="list-style-type: none"> • Photographs of the activity and children's work will be displayed in school. Art work will be taken home. 	