

## *Early Years Pupil Premium Strategy Statement: Laurel Avenue Community Primary School*

1. Summary information			
<b>School</b>	<i>Laurel Avenue Community Primary School</i>		
<b>Academic Year</b>	<i>2017/19 Autumn term 2018</i>	<b>Total EYPP budget</b>	<i>£564.45</i>
<b>Total number of pupils</b>	<i>15</i>	<b>Number of pupils eligible for EYPP</b>	<i>5</i>

*Please note, as we have relatively small year group sizes*

- ◆ *each child is worth a significant percentage of their cohort, making it very difficult to make meaningful comparisons*

2. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
In-school barriers	
<b>A.</b>	<i>Communication and Language - low entry levels for all pupils, including EYPP pupils. As this affects assessment in all other areas of learning it is a priority for intervention.</i>
<b>B.</b>	<i>Number – all but 1 of EYPP pupils entered Nursery below or significantly below age-related expectations on entry</i>
<b>C.</b>	<i>Moving and Handling - specifically the fine motor skills part of this aspect prevents pupils from attaining a much higher level.</i>
<b>D.</b>	<i>Reading - across the entire cohort entry levels are concerning.</i>
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	<i>Safeguarding concerns – 40% of EYPP Unsettled family arrangements leading to social and emotional difficulties which affect their learning</i>
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<i>Improve communication and language skills – early intervention impacting on speech and language and relationships.</i>	<i>Higher number of pupils able to reach age related expectations in the area of Communication and Language, and in other aspects relying upon communication and language skills</i>
<b>B.</b>	<i>Improve number skills to impact positively on outcomes at the end of Nursery and consequently GLD.</i>	<i>Pupils make rapid progress by the end of nursery so that more meet age related expectations in number.</i>
<b>C.</b>	<i>Improve fine motor skills, to impact on attainment in Moving and Handling and consequently in Writing</i>	<b>Pupils make rapid progress in fine motor skills, so that a higher percentage reach age related expectations on exit from Nursery.</b>
<b>D.</b>	<i>Improve pre-Reading skills to impact positively on development of Reading and consequently GLD.</i>	<i>Pupils make rapid progress by the end of nursery so that more meet age related expectations in Literacy.</i>
<b>E.</b>	<i>Safeguarding concerns addressed effectively to ensure pupils’ needs are met. Support given to families concerning social and emotional issues. 40% EYPP pupils vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i>	<i>Addressing of safeguarding concerns and support for families will lead to more emotionally and behaviourally settled EYPP pupils, having their basic needs met, concentrating more, making progress</i>

#### **4. Planned expenditure**

**Academic year**

*2018/19*

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### **i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
<i>A. Improve communication and language skills – early intervention impacting on speech and language and relationships.</i>	<i>BLAST. Planned activities and high quality provision in areas of independent learning to develop communication skills through stories, role play and planned talk – resources £40</i>	<i>Research based on evidence from previous use of materials shows positive effect on progress in Communication and Language.</i>	<i>Monitoring, including SMT observations and feedback.</i>	<i>FS Manager SMT</i>	

<p><i>B. Improve number skills to impact positively on exit number nursery outcomes and consequently GLD.</i></p>	<p><i>Specific resources to support Little Big Maths and so improve impact of maths teaching on number outcomes.</i>  <i>£50</i></p>	<p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i>  <i>Historical success of this maths scheme with pupils from low starting points</i></p>	<p><i>SMT through pupil progress meetings, classroom observations</i>  <i>Nursery exit outcomes</i></p>	<p><i>FS Manager</i>  <i>SMT</i></p>	
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<p><i>C. Improve fine motor skills, to impact on attainment in Moving and Handling and consequently in Writing</i></p>	<p><i>Introduction of “Pegs to Paper” scheme to promote fine motor skills in preparation for writing. Renewal of equipment - triangular pencils, paintbrushes, chinks etc. £50</i></p> <p><i>Continue to use dough disco, squiggle whilst you wiggle – renewal of resources £25</i></p>	<p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i></p> <p><i>Historical success of approaches in Nursery.</i></p> <p><i>Resources selected to encourage counting and number skills development as well as mathematical language which also supports desired outcomes C and E.</i></p>	<p><i>Programmes selected using evidence of effectiveness.</i></p>	<p><i>FS Manager</i></p>	
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<i>D. Improve reading skills to impact positively on exit reading nursery outcomes and consequently GLD.</i>	<i>Learning Resources R W Inc resources, variety of high quality children's books and story sacks (for home loan as well as in school use) to promote stories and rhymes. £150</i>	<i>Disadvantaged pupils benefit from good quality programmes with strong educational components  High quality resources develop acquisition of pre reading skills and support phase one phonics.</i>	<i>Monitoring by pupil progress meetings, classroom observations.</i>	<i>FS Manager Headteacher</i>	
<b>Total budgeted cost</b>					<b>£415</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
<i>A. Improve communication and language skills – early intervention impacting on speech and language and relationships.</i>	<i>Teaching Assistant Targeted Support – Blast speech and Language programme  BLAST - 2 Groups Each group 3 x 20 mins per week for 6 weeks <b>£150</b></i>	<i>To improve speech and language skills through a targeted programme  Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</i>	<i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. SMT through pupil progress meetings, classroom observations Monitor pupils selected for intervention and impact made Nursery exit outcomes</i>	<i>Headteacher FS Manager</i>	
<b>Total budgeted cost</b>					<b>£150</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
<p><i>F. Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families concerning social and emotional issues.</i></p> <p><i>40% of EYPP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i></p>	<p><i>Costs for cover for Foundation Stage Manager to attend TAFs, LARs, Conferences and other safeguarding meetings.</i></p> <p><b>£100</b></p>	<p><i>Work in partnership with HT as above national average of number of families who have involvement with Social Services, Family Support Workers, Parent Support Advisors, Domestic Abuse Services, Counselling and other related agencies.</i></p> <p><i>38% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i></p> <p><i>Families need support for social and emotional issues – their own and that of their children.</i></p> <p><i>Historically, PSA has provided excellent support and worked in partnership with school to support families towards more positive outcomes</i></p>	<p><i>Effective communication between staff</i></p> <p><i>Effective monitoring and tracking records</i></p> <p><i>SMT through pupil progress meetings, observations</i></p> <p><i>Safeguarding meetings – conferences, looked after reviews, TAFs</i></p> <p><i>Nursery exit outcomes</i></p>	<p><i>Headteacher</i></p> <p><i>Safeguarding Leads</i></p>	
<b>Total budgeted cost</b>					<b>£100</b>
<b>Total EYPP Spend</b>					<b>£565</b>