

Early Years Pupil Premium Strategy Statement: Rainhill Community Nursery School

1. Summary information					
School	Rainhill Community Nursery School				
Academic Year	2016/17	Total EYPP budget	£1812.60	Date of most recent EYPP Review	Sept 2016
Total number of pupils	80	Number of pupils eligible for EYPP	07	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>
% achieving the level expected/above the level expected for their age in Prime Areas	86%	100%
% achieving the level expected/above the level expected for their age in literacy	86%	100%
% achieving the level expected/above the level expected for their age in mathematics	86%	100%
% making at least good progress from starting point in Prime Areas	86%	100%
% making at least good progress from starting point in literacy	86%	100%
% making at least good progress in mathematics	86%	100%

3. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
In-school barriers	
A.	Oral language skills on entry to nursery are lower for pupils eligible for EYPP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for EYPP are making less progress than other high ability pupils in the nursery, impacting upon attainment on transition to school.
C.	Behaviour issues for a small group of children (mostly eligible for EYPP) are having detrimental effect on their learning progress and that of their peers.
External barriers	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Improve oral language skills for pupils eligible for EYPP on transition to Reception class.	Pupils eligible for EYPP in nursery make rapid progress by the end of the year so that all pupils eligible for EYPP meet age related expectations or better.
B.	Higher rates of progress across EYFS for more able children eligible for EYPP.	Pupils eligible for EYPP identified as high ability make as much progress as 'other' pupils identified as high ability.
C.	Children's ability to regulate own behaviour has improved.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Development in PSED is at least in line with the level expected for their age.
D.	Increased attendance rates for pupils eligible for EYPP.	Reduce the number of persistent absentees among pupils eligible for EYPP to 10% or below. Overall EYPP attendance improves from 76% (autumn term) to 91% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improved oral language skills	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the EYPP in longer term change which will help all pupils. Many different evidence sources, e.g. Early Talk Boost Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Assistant Headteacher	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for EYPP are making less progress than other higher attaining pupils in the nursery in writing. We want to ensure that EYPP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Class teacher	Jan 2017
Total budgeted cost					£
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?
A. Improved oral language skills in reception	1:1 and small group provision of early communication and language skills for children in nursery.	We want to provide additional support to improve communication and language skills. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Class teacher/Key Workers	Feb 2017

B. Improved progress for high attaining pupils	Weekly small group sessions in literacy for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Impact overseen by Assistant headteacher. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Class teacher	Feb 2017
Total budgeted cost					within nursery resources
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?
D. Increased attendance rates	Office staff to follow up quickly on absences. First day response provision. Assistant headteacher to monitor absences and/or lates. Additional day-care sessions to be offered to improve attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Assistant Headteacher	Jan 2017
C. inappropriate behaviour in nursery addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Additional day-care sessions to be offered to support improved behaviour.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.	Assistant Headteacher	Jun 2017
Total budgeted cost					£906

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve attainment across all areas of learning	Staff to attend training on Characteristics of Effective Learning	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just EYPP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	Within nursery resources
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve communication & language skills.	One to one activities planned by qualified teacher. Additional day-care sessions were offered to improve attendance rates.	High: observed increased progress amongst participating children compared to peers, as measured using Development Matters age bands. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. Engagement with families is key to tailoring support to individuals.	£1,208
Improve attainment in Understanding the World	One to one activities planned by qualified teacher linked to experiences.	Medium-low: positive impact for some children but opportunities to experience and observe need to be developed. Success criteria: not met.	Next year we will try to provide more tailored opportunities based on the class teacher's observations of the children including parental knowledge.	£610
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Maintain progress for high ability pupils over summer.	Develop home learning bags to take home with activities building upon prior learning.	Medium-low: positive impact for some children but some parents did not continue. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£