



Atherstone 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 B = beginning D = developing S = secure // - denotes expected stage on entry // denotes 1 stage below // denotes 2 stages below									
Academic Year	17/18					Total PP budget: £600			
Total number of	September 2017: 57 children					Number of pupils eligible for PP: 2			
Achievement									
Autumn term	PSED entry	PSED exit	Progress	CLL entry	CLL exit	Progress	PD	PD exit	Progress
Child 1:	22-36D			22-36D			22-36D		
Child 2:	22-36B			22-36B			22-36B		
Internal barriers to future attainment for pupils eligible for EYFS Pupil Premium									
<ul style="list-style-type: none"> VG: English as an Additional Language: Identify underlying communication needs through Wellcomm screening and support through intervention groups to develop understanding and use of English, confidence and ability to engage with others. 									
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: Pupils in receipt of EYFSPP make outstanding progress in the three prime areas of learning

Chosen action / approach	How will you ensure it is implemented? <i>How will it be monitored ?</i>	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, documented via group targets – 1:1 support for the equivalent of 2 hours each week 	<p>There is a specific role for early intervention and support funded from within the school budget</p>	SW / KW	
<ul style="list-style-type: none"> • Wellcomm screening identifies any underlying communication needs and intervention group 	<p><i>SLT & Governor monitoring Intervention group IIP's and reviews</i></p>	KW	
<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 	<p>KW will identify specific needs and prepare resources to support home learning that support these needs</p> <p><i>Case studies presented</i></p>	KW	
<ul style="list-style-type: none"> • School trips and visits are subsidised 	<p>School policy is applied</p> <p><i>evidence of subsidy given</i></p>	AK	
<ul style="list-style-type: none"> • Parents are invited to REAM and REAL courses led by adult and community learning 	<p>Invitations include children in receipt of EYFSPP</p> <p><i>Evaluations evidence impact</i></p>	KW	

INCOME: EYFSPP: Autumn term forecast: £600 for 2 children

Cost: SEYE salary divided by 22 children identified for support = £1,158 per child supported

Quality Teaching for a wider identified group of children with vulnerabilities - not in receipt of EYFS Pupil Premium: 22 identified for additional support / 57 = 38%

Desired outcome: Of the 22 (38%) identified for support. 100% make good progress in the prime areas of learning. 59% 13/22 make outstanding progress

Chosen action / approach	How will you ensure it is implemented? <i>How will it be monitored ?</i>	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 Pedagogy journals</i>	SW / KW	
Additional reading in the areas that we are targeting supports staffs knowledge, skills and understanding	KW will implement a professional reading file <i>Governor monitoring</i>	KW	
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 using the group IIP approach <i>SLT monitoring Governor monitoring Data analysis Progress meetings</i>	SW / KW	