

## Early Years Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2020-2021

1. Summary information					
School	Biddick Hall Infant and Nursery School				
Academic Year	2020/2021	Total EYPP budget	£8157	Date of most recent PP Review	Nov 2020
Total number of pupils	N -63	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Nov 2021

2. Current attainment		
Reception pupils eligible for FSM 26/59	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>73 % achieving GLD Predicted</b>	<b>63 % Predicted</b>	<b>Data not collected due to COVID 19</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	On entry many pupils require further assessment and/or SEND support in the area of communication and language ( <b>Increased likelihood due to setting closures COVID-19</b> )
<b>B.</b>	On entry many pupils require further assessment and/or SEND support in the area of personal, social and emotional development ( <b>Increased likelihood due to setting closures COVID-19</b> )
<b>C.</b>	Impact of COVID-19 in relation to well being and learning, including lost time in settings and potential further periods of isolation of individuals/bubbles/whole school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for Nursery pupils eligible for EYPP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Limited opportunity for first hand experiences beyond school may limit pupils chances to extend vocabulary.
<b>F.</b>	A shared commitment of expectation and aspiration between home and school ( <b>including remote learning where applicable</b> ).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for EYPP in Nursery class.	Pupils eligible for EYPP in Nursery class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations moving into Reception class.
<b>B.</b>	Higher outcomes across EYFS for pupils eligible for EYPP including those with SEND.	The achievement gap at the end of EYFS between pupils eligible for EYPP and all pupils is reduced. Pupils eligible for EYPP identified as complex SEND make improved progress in the prime areas of learning. Measured by observational evidence and teacher assessment against

		EYFS profile.
<b>C.</b>	Improved ability to recognise and regulate feelings and emotions for pupils eligible for EYPP in Nursery	Attainment in PSED is in line with age related expectations on exit from Nursery for pupils eligible for EYPP.
<b>D.</b>	Increased attendance rates for pupils eligible for EYPP.	Overall EYPP attendance improves closer to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2020/21				
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					
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?
Improved oral language skills in Nursery.	ECAT screening 1:1  Launch pad for literacy approaches planned for small group times.	Launchpad for Literacy sits alongside the Curriculum and current good practice, giving a more specific and targeted approach to: identifying and closing skill gaps, embedding speech and language interventions, ensuring progression for all and clarifying 'Quality First Teaching', creating a firm, broad-base of skill readiness for all aspects of literacy, including Phonics.  ECAT screening ensures the accurate information is shared on SALT referrals and appropriate next steps planned for individuals.	All staff have received training and further CPD will take place Jan inset.  Planning meetings between SENCo/EYFS lead and Nursery staff.  Accurate assessment data supports selection for intervention.  Accurate and timely referrals to SALT. Clear plans for children receiving additional 1:1 support following advice from pre-school and portage services and SALT.	AHT  AHT  AHT  AHT	Jan 21  Half termly  Termly pupil progress  Nov 20
Improved oral language skills in Nursery.	Reducing costs of educational visits	All pupils to have first hand experiences linked to the curriculum to improve vocabulary and provide opportunities for talk.  All children will be able to access themed learning as they will have engaged in first hand experiences	Termly visits linked to the curriculum (covid-19 restrictions permitting).  Evidence of impact will be seen through learning journals and pupil progress data.	AHT  SLT	July 21 (through end of year data)  Termly Journal Scrutinies

Higher outcomes across EYFS for pupils eligible for EYPP including those with SEND.	Including practical resources in remote learning packs including paper, pencils, pots of play dough and story books.	Ensuring that all children have the resources they need to follow plans provided for remote learning minimising the potential for children to fall behind during isolation.	EYFS lead works with Curriculum lead to ensure high quality plans have been set by subject co-ordinators.  Remote learning logs  Supportive phone calls to parents	AHT	Ongoing throughout COVID- 19 Pandemic.
Higher outcomes across EYFS for pupils eligible for EYPP including those with SEND.	Purchase some new outdoor equipment including a climbing frame and a wooden house.	Due to COVID-19 restrictions children are not accessing the park this year and it is vital to have the resources to give children the opportunity to progress in their physical development and PSED skills.	Evidence of impact will be seen through learning journals and pupil progress data.	AHT	Termly
<b>Total budgeted cost</b>					£3500
<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>When will you review implementation?</b>
To narrow the gap in language skills of EYPP children and their peers.	The Lively Speech and Language project	The Lively project with Newcastle University will provide 3 x weekly Speech Therapy Intervention for a small group of children most needing it.	Newcastle University Speech Therapy department CPD for all Nursery staff.  Entry/Exit data and study findings.	AHT	Jan 21  June 21
Improved outcomes in CL and PSED for EYPP children.	BLAST Intervention	An evidence based intervention to support Language, Communication and Literacy of disadvantaged pupils.	Observations of intervention in action.  Pupil progress data shows accelerated progress in PSED and CL	AHT	Feb 21  Termly

Improved outcomes in CL and PSED for EYPP children.	Talk Boost Intervention	<i>Early Talk Boost</i> is I CAN's language and communication intervention programme for 3-4 year olds. The <i>Early Talk Boost</i> intervention has been based on the excellent <i>Talk Boost</i> model which has been running successfully for 3 years. Initial findings show that after the nine week <i>Early Talk Boost</i> intervention, children have made statistically significant progress in their early language. The children made on average six months progress; helping them to catch up with other children their age- this is twice the	Observations of intervention in action.  Pupil progress data shows accelerated progress in PSED and CL	AHT	May 21  Termly
Higher outcomes across EYFS for pupils eligible for EYPP including those with SEND.	Additional daily story time with an adult	To develop a love of books. Increase exposure to pictures and vocabulary of EYPP children working within the lowest 20% of the cohort.	Early Years lead and Literacy lead work closely to ensure that high quality stories are selected.  Children are selected based on accurate assessment data.	AHT	Termly

<b>Total budgeted cost</b>	£3000
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**iii. Other approaches**

<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>When will you review implementation?</b>
Increased attendance rates	Relationships and Attendance manager employed to monitor pupils and follow up quickly on absences. First day response provision. Letters sent to children's parents with low attendance, meetings arranged with Parents.	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.	Weekly attendance review meetings between HT and Attendance Manager. Effective systems around following up absences with phone calls, inviting Parents in for meetings, home visits will ensure a coordinated and consistent response to absence.	Relationship and Attendance Manager	Termly
Improved ability to recognise and regulate feelings and emotions for pupils eligible for EYPP	Healthy Minds Team	The EYFS lead will work with the healthy minds team worker to discuss and plan approaches for individual children in Nursery who require support with mental health and	This is a new approach for school. The SENCo and Personal Development lead have both received 4 hours of CPD around working with	AHT PD lead	June 21

in Nursery		well-being.	this service and will continue to lead a co-ordinated approach with the team.		
Higher outcomes across EYFS for pupils eligible for EYPP including those with SEND.	High staffing numbers to ensure individualised approaches can be delivered.	Approaches such as box time, 1:2 turn taking activities and specific targeted work to support pupils eligible for EYPP including those with SEND need to be delivered daily and consistently to have an impact.	The SENCo/EYFS lead will plan and monitor the most effective deployment of staff within the Nursery.	AHT	Half termly
<b>Total budgeted cost</b>					£1650

6. Review of expenditure				
Previous Academic Year		2019-20120 £7200		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost
Improved oral language skills in Nursery.	ECAT screening  Launchpad for Literacy activities delivered in small group times across the week.	<b>Full impact not seen due COVID -19 Lockdown</b>  Timely referrals were made into NHS SALT and Paediatrician as a result of assessments.  Small group times and 1:1 sessions planned using next steps from Launchpad for Literacy approach.  1:1 Support staff confident in delivering SALT interventions including box time and colourful activities	All staff trained in using the Launchpad for literacy tool and will continue to use this along-side early phonics activities.  Further Launchpad for literact training will be accessed by Nursery staff as part of Jan 4 <sup>th</sup> Inset day which has a communication and language focus for Nursery staff.	£4500
Improved oral language skills in Nursery.  Improved independence skills.	Reducing the cost of educational visits.	<b>Full impact not seen due COVID -19 Lockdown</b>  Evidence of impact of Autumn/ Spring term visits to West Boldon Lodge for forest school days was seen in Learning Journals and through pupil progress data.	Continue with this approach when COVID-19 restrictions permit and look for new ways to enhance learning experiences, including virtually to widen the children's horizons and explore the world outside of the Nursery.	
All children are prepared for learning.	Early start toast for AM Nursery	<b>Full impact not seen due COVID -19 Lockdown</b>  The offer of toast was well received by children and parents.	School have now adopted the Magic breakfast scheme providing fortnightly breakfast packs including cereal, porridge and bagels to support families.	
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost £4100
Improve children's receptive vocabulary skills and increase home learning behaviours of parents.	Early Words Programme	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Autumn term parental work -shops focused on ACE's and resilience with Ruth Whiteside. These sessions were well received by parents and staff training in the Friends Resilience programme continues this year.</p>	<p>We will continue to embed Friends Resilience in our school ethos and through our work with The Healthy Minds Team.</p> <p>COVID restrictions mean that it is not possible to have parents directly into school at least for Autumn 20 and Spring 21. Approaches will be considered along with needs for Summer term 21.</p>	
Improved outcomes in CL and PSED for EYPP children.	BLAST Intervention	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Entry/Exit data demonstrated significant progress made for most children. Reviews/discussions between AHT and staff leading interventions termly ensured impact was measured and next steps decided.</p>	Continue in the Spring/Summer next year following Autumn term ECAT screening and data analysis.	
To narrow the gap in language skills of EYPP children and their peers.	Talk Boost Intervention	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Entry/Exit data demonstrated significant progress made for most children. Reviews/discussions between AHT and staff leading interventions termly ensured impact was measured and next steps decided.</p>	Continue in the Spring/Summer next year following Autumn term ECAT screening and data analysis.	

To improve phonic outcomes and ELG Reading	Ensure Sounds Write approach is embedded and impactful	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Phonics learning observations took place with the English Hub</p> <p>It was clear on school re-opening following lockdown that the structure of the sounds-write sessions had been retained by children and they quickly picked up pace.</p>	Continue Sounds Write approach and working with the English Hub. Lesson observations to take place via video due to COVID -19 restrictions.	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost £1000
Increased attendance rates	Increased attendance rates	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Nursery attendance for the year 2019-2020 up until the point of school closure was 85 %. Attendance for the previous year 2018-2019 was 91%. However 85% only covers a period of 6 months during which attendance was affected significantly by the Norovirus sickness bug. Previous data shows that summer term percentages are always higher and due to school closure there was not the opportunity for the attendance figures to increase overall. Attendance continues to be a priority.</p>	Continue	



<p>Parents have increased aspirations for their children and know what they can do to make a difference to their child.</p>	<p>Parents have increased aspirations for their children and know what they can do to make a difference to their child.</p>	<p><b>Full impact not seen due COVID -19 Lockdown</b></p> <p>Parents sessions were well attended and positive feedback received. Transition 2020 was a challenge due to COVID-19. Instead of face to face visits staff wrote letters to children and parents including photographs of themselves and key areas of the environment. Home phone calls were made to gather information and an opportunity for parents to ask questions and talk to key staff.</p>	<p>Continue with a focus on remote learning during COVID-19 restrictions.</p>	
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<p><b>7. Additional detail</b></p>
<p>Robust systems in place for early identification of need. Strong relationships formed with other professionals including Pre-school and Portage, Ashley Child Development Centre, Sue Hedley Nursery, SEN SALT team.</p> <p>Five children from this cohort were supported through the process of EHCP. Five children received appointments with paediatrician, nine children were supported by Pre-school and portage, two children offered time limited places at Ashley Child Development centre and top up funding successfully applied for to support Nursery children.</p> <p>Advice from professionals is acted upon immediately and is a strength of provision.</p>

