

SHIREMOOR PRIMARY SCHOOL
EYFS PUPIL PREMIUM STRATEGY
2022-2023



Summary Information					
School	Shiremoor Primary School				
Financial year	2022-2023	Total PP Budget			
No. of pupils eligible for EYPP	tbc in January census	This financial year 22/23 we have received the following :	Summer Term - £648.00	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

Current FSM Data EYFS	
2021- 2022 Data	Reception School Average for Pupils FSM
% achieving at 'Good Level of Development'	PP:53% (9/17) NON PP:84% (26/31)

Barriers to Future Attainment
In-school barriers
<p>SEND</p> <p>We have a high percentage of children who are on the register for SEND because they have a current diagnosis or are being assessed by other agencies to receive a diagnosis. Speech and Language delay on-entry to school is a large issue and we make referrals swiftly. The majority of other SEN children across school are ASD or ADHD although we do have a couple of children with more significant needs and often, these needs can present some barriers for the children when it comes to learning.</p>
<p>School Context of Deprivation</p> <p>School Context of Deprivation indicator (IDACI) is 0.3 (decile 3) compared to National average of 0.24. We have an IMD of 3 (score: 28.7). Based on the IMD decile: 88% of our children live in the 4 most deprived areas of North Tyneside (65% in the 3 most deprived areas and 23% in the most deprived areas) Only 11% live in the 4 least deprived areas.</p>
Attainment on Entry:

Low starting points of children (particularly those eligible for PP) which means that not all children are school ready. PP children currently do less well than non-pupil premium children and this gap begins on entry however, for the last couple of years, we have seen the gap close by Year 6. Our PP children do perform in line with, and above those children nationally at all Key Stages.

External Barriers

Attendance

The figures for Persistent Absence shows that generally PP absence is higher than that of Non-PP children by 0.8% but was well- below that of PP children nationally. Our PP children are also more likely to be PA. Our attendance figures are better than national due to the employment of a Lead Learning Mentor who monitors attendance daily so that we can take immediate action.

Social Care Needs

A group of pupils eligible for PP display difficulties in Social and Emotional aspects for their learning. In addition, a high proportion of the families within our school have historically or currently been supported by external agencies. School is required to offer support to most families to address their varied needs and support the learning of the children.

External Opportunities

Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.

Resources

Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum. The school priority is around development of all reading skills as we recognise that without the ability to read, children's future life chances are limited.

Planned expenditure

1. <u>Quality Teaching For All</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
To improve communication and language skills	Launchpad for Literacy training and framework	The NOTCA have funded Launchpad for Literacy across the region. They see it as a sustainable solution to the issues we face with Speech, Language and Communication Development and	Spring term 6 twilight training for all EYFS staff. Auditory attention Auditory discrimination	Mrs Penketh	Termly pupil progress meetings. Identify those children who need targeted support

		with literacy attainment, particularly for children from more deprived homes.	Auditory memory Sequential auditory memory Visual attention and discrimination Visual memory Learning walk, lesson observations to establish that training has been embedded Pupil progress meetings will evaluate impact on pupils' attainment.		
To improve personal, social and emotional development	Foundations for Learning approach	Developing metacognition and self regulation skills is one of the most significant tools to narrow gaps. <ul style="list-style-type: none"> ● Self regulation and metacognitive skills govern our ability to plan, start and complete tasks ● Overtly planning for self regulation and metacognition has a disproportionately positive impact on disadvantaged learners ● Cognitive processes can be practiced and developed. 	Spring term <ul style="list-style-type: none"> ● 3 x 1 hour sessions of training with the whole team ● Up to 3 x 1 hour follow up sessions ● Teaching resources from Nursery Autumn to Reception Summer ● Parallel resources for parents 	Emma Packard (LA) Mrs Penketh	End of Summer term

		<ul style="list-style-type: none"> Supporting and developing self regulation skills in schools has lifelong impact 			
<p>To continue to improve the phonic abilities of all from nursery throughout EYFS so that each year we have improved outcomes for phonics and better starting points for children in Early Reading and writing.</p>	<p>PHONICS SUPER SOUNDS FOR PHONOLOGICAL AWARENESS NURSERY READWRITEINC</p>	<p>Baseline assessments in nursery showed children have low starting points in early reading skills and listening. Embedding a rich literacy environment for early readers to be successful in literacy. Teaching and Learning toolkit states that phonics has a moderate impact, very low cost and extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early</p>	<p>NURSERY New Super Sounds Phonological awareness programme in Two years olds through to Nursery. Based on books with rhyme, alliteration and repetition. RWI oral blending and picture cards introduced in summer term.</p> <p>RECEPTION Small group phonics daily Additional teacher 1:1 reading 1:1 RWI intervention with trained TA Phonics activities and phonetically matched reading books sent home to encourage parental participation.</p>	<p>Mrs Penketh EYFS and phonics lead Miss Wilson Nursery Lead</p>	<p>JUNE 2023 Ongoing half termly assessments in RWI in Reception. Checkpoints in phonological awareness in nursery.</p> <p>Continued CPD and monitoring with Phonics Lead and coaching 3 x RWI Development Days with RWI trainer.</p>

		readers and are only one part of a successful literacy strategy.	Parent workshops demonstrating RWI in autumn term.		
To improve the skills of our children related to fine motor skills and formation of letters to ensure they are in line with their peers and national standards from their low starting points.	HANDWRITING Write from the start	Data analysis of cohort has shown low attainment in writing linked to fine motor skills and formation of letters. Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence.	NURSERY Summer term 2x weekly formation of letters and name writing with teacher/TA) RECEPTION Handwriting (2x weekly with TA) following RWInc formation in daily lessons with RWI teacher.	Miss Wilson	Termly checkpoints/update to SLT on children able to write their name.
To improve progress in listening skills and attainment for PP children in reading to ensure that we give these pupils opportunities to succeed across the curriculum.	OVER AND OVER TEXTS	Baseline assessments in nursery showed children have low starting points in early reading skills and listening. Embedding a rich literacy environment for early readers to be successful in literacy. Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence.	PRE 3 AND NURSERY Focus rhymes and stories of the week with repeated pattern to enable children to join in. Rhymes and stories sent home 1:1 reading together with TA	Miss Wilson Mrs Hill Mrs Scott Mrs Suniga	Termly tracker

<p>To support the personal, social and emotional development of our children in order to help them cope with changing learning environments and their academic journey. To improve the low starting points of some of our children. To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</p>	<p>BLAST</p>	<p>Baseline assessments in Nursery show children have low starting points in prime areas. BLAST is designed to be fully inclusive and accessible to all children within the setting. BLAST for Additional Needs explains how you can modify and differentiate the programme for children with a range of additional needs. BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills.</p> <p><u>Evidence</u></p> <p>Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning,</p>	<p>NURSERY</p> <p>BLAST 1 Language All children in nursery to receive BLAST. (3x weekly with TA)</p>	<p>Mrs Hill</p>	<p>End of Autumn term 2022 to track progress before and after intervention</p>
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		<p>including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p> <p>Teaching and Learning Toolkit Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes and learning. On average, children who follow SEL interventions make around three additional month's progress in early years settings.</p>			
To develop number skills and improve young children's knowledge and understanding of early mathematical concepts to ensure they are attaining in line with National Standards to support their future academic journey.	Big Maths	Baseline assessments in Nursery have shown children have low starting points in early number recognition.	In school training twilight session. EYFS teachers and TAs to navigate around the Big Maths resources and planning documents.	Lisa Evans Maths Lead	Weekly Beat that analysis to inform planning and intervention gaps

2. Targeted support					
<p>To improve the progress and attainment for PP children in Speaking and listening.</p> <p>To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</p>	<p>NELI Nuffield Early Language Intervention</p>	<p>Baseline assessments in reception showed children have low starting points in Speaking.</p> <p>Evidence</p> <p>Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of two to five additional months' progress, and appear to be particularly beneficial for children from low income families</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>RECEPTION</p> <p>Small group and 1:1 January 2023 - 20 week programme with trained TA.</p>	<p>Miss Coulsen</p>	<p>NELI assessment end of summer programme to track progress before and after intervention</p>

<p>To improve the low starting points of some of our children. To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</p>	<p>Speech and Language</p> <p>Elkan training support 3-5yrs</p>	<p>Baseline assessments in nursery showed children have low starting points.</p> <p>Teaching and Learning Toolkit states that S&L has high impact for very low cost, based on extensive research and evidence.</p> <p>Evidence</p> <p>According to the Teaching and Learning Toolkit, Early Years Intervention- moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>Speech & Language</p> <p>Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their individual learning goals.</p> <p>EHA to identify children in need of speech and language at earliest points in Two Year Old provision.</p> <p>Elkan training for TA</p> <p>A wealth of information and an opportunity to share experiences with other teachers and teaching assistants (TAs) working with children of the same age with similar communication challenges</p>	<p>Mrs Coulson</p>	<p>Speech and language targets met on tracker</p>
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			Practical advice and strategies to support the children, parents and families with whom you work Language Builders for 3-5s, a practical resource containing an abundance of tips, ideas and strategies		
To continue to improve the phonic abilities of Reception children, particularly those disadvantaged and SEN to keep on track	Read Write Inc 1:1 Fast Track Tutoring	In schools following the full Read Write Inc. Phonics programme, it is for children who are in the lowest progress group who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND). It breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading.	Half termly assessments analysed by phonics lead. Children identified lowest 20% for 1:1 tutoring. Follow individual progress record. Daily 1:1 intervention with trained TA.	Mrs Penketh Mrs Swindle	Tracking progress of individual children
To improve early fine motor and literacy writing outcomes for all children	Occupational Therapy physical development pack of fine motor	Data analysis of cohort has shown low attainment in writing linked to fine motor skills and formation of letters.	1:1 intervention by TA Teachers identify from checklist areas of most difficulty	Mrs Penketh	Termly pupil progress meetings to discuss bespoke interventions Before and after assessment checklist

	exercises.- 12 week programme. South Warwickshire NHS Foundation Trust school skills programmes	Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence Foundational skills Hand skills Visual perception skills Handwriting letter formation	and select lowest programme for children to start.		
3. Parents in partnership					
To improve early reading and literacy and vocabulary	Book start project	The EYFS places a strong emphasis on the three prime areas which are deemed most essential for a child's healthy development: Communication and language Physical development Personal, social and emotional development Alongside the EYFS early learning goals is a focus on strengthening partnerships between professionals and parents and carers, and the use of clear language between the setting and a child's home. Gifting Bookstart packs will directly complement EYFS practice, support every child's early learning and development, and encourage parents and carers to take an active role. Promoting strong familial relationships	Every EYFS child to receive a book start book. Workshops with parents to show how to use books. Library bus to visit nursery	Mrs Penketh	Observations and record keeping by staff overtime Samples of children's work over time written work Feedback from parents, children, other professionals who visit the setting / school Tracking practice over time e.g. number of parents spoken to in one month and the next month.

		<p>Supporting development of confidence and self esteem</p> <p>Aiding cognitive development</p> <p>Supporting the development of communication and language skills</p> <p>Aiding socio-emotional development, good mental health and well-being</p> <p>Helping to lay foundations of good literacy skills and prepare the way for school</p> <p>Supporting the development of fine motor, listening and concentration skills</p>			
	Nursery reading project	<p>The EEF toolkit refers to many early years and pre-school interventions have a positive impact on similar issues relating to ours, some delivering an average of about 5 additional months progress. EEF toolkit also states 'Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families and so we would propose a small-scale effect replicated in other schools with two year old provisions.</p>	<p>Each 1/2 term each child in the twos and nursery will receive a book. Packs made up with a vocabulary list to go with each pack. Parents must attend a reading workshop to receive their free book. We would have a launch event where we would have a fun story time with adults and children to launch the first book and pack and a</p>	Miss Wilson	<p>Observations and record keeping by staff overtime</p> <p>Samples of children's work over time</p> <p>written work</p> <p>Feedback from parents, children, other professionals who visit the setting / school</p> <p>Tracking practice over time e.g. number of parents spoken to in one month and the next month.</p>

			parents meeting with all individual parents so that they would know how the project would work. We would then provide termly books, packs, knowledge organisers and videos for the parents involved for a whole term with regular tweets, catch ups and sharing e.g. via display of the work they do at home. £3500		
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