

SHIREMOOR PRIMARY SCHOOL
EYFS PUPIL PREMIUM
2020-2021



Summary Information					
School	Shiremoor Primary School				
Financial year	2020-21	Total PP Budget	£ (Information to be released) (This is then supplemented where required by school budget).		
No. of pupils eligible for EYPP			To be released in January	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

Current FSM Data EYFS

2020 Data- based on predictions School Non- FSM in brackets	Reception School Average for Pupils FSM
% achieving 'Expected' level for 'All Prime Areas'	47% (8) 89%
% achieving at 'Expected' level in all ELGs	47% (8) 87%
% achieving at 'Good Level of Development'	47% (8) 85%

Barriers to Future Attainment**In-school barriers****SEND**

We have 21% 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.

School Context of Deprivation

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.

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.

Quality Teaching For All					
<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 continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics and better starting points for children in Early Reading and writing.	PHONICS/READWRITEINC	Data analysis from predictions 2019-2020 between FSM and non-FSM shows -36% gap. Phonics screening trend is above national for FSM and the gap is narrowing. Data from RWI in 2019-2020 showed narrowing gap of FSM and Non FSM6 by 15% by Spring 1. 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	NURSERY Follow Letters and Sounds in Autumn term. Spring term begin RWInc daily in small group sounds lessons with teacher and TA. RECEPTION Small group phonics daily Additional teacher 1:1 reading 1:1 RWI intervention with trained TA Phonics activities and reading books sent home to encourage parental participation.	Mrs Penketh Miss Wilson Mrs Penketh Mrs Evans Miss Lee Mrs Gusbi Miss Coulson	

		<p>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 readers and are only one part of a successful literacy strategy.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers</p>			
To improve the skills of our children related to fine motor skills and formation of letters to ensure they are in line	HANDWRITING	Data analysis of 2019-2020 cohort has shown low attainment in writing linked to fine motor skills and formation of letters.	NURSERY Summer term 2x weekly formation of letters and name writing with teacher/TA)	Miss Wilson Mrs Hill	

with their peers and national standards from their low starting points.		Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence.	RECEPTION Handwriting (2x weekly with TA) following RWInc formation in daily lessons with RWI teacher. 1:1 approach Occupational Therapy physical development pack of fine motor exercises.- 12 week programme.	Mrs Evans Miss Lee Miss Coulson Mrs Gusbi	
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	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	
To improve the progress and attainment for PP children in Speaking and listening. To emphasise the importance of spoken	NELI Nuffield Early Language Intervention	Baseline assessments in reception showed children have low starting points in Speaking. Evidence	RECEPTION (3x weekly with trained TA) small group and 1:1 Autumn and Spring terms	Mrs Gusbi	

<p>language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</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, 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>			
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<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.</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>BLAST</p>	<p>Baseline assessments in Nursery show children have low starting points in prime areas.</p> <p>EYFS predictions data for 2019-2020 showed the gap between FSM6 and Non FSM6 pupils is -42%</p> <p>Self- confidence and self-awareness is a focus as the percentage of PP children achieving this ELG has decreased since 2017 and the gap is widening between Non FSM5 and NON FSM6 pupils.</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 five additional months' progress, and appear to be particularly beneficial for children from low income families</p> <p>Overall, studies of oral language interventions</p>	<p>NURSERY</p> <p>BLAST 1 Language</p> <p>All children in nursery to receive BLAST.</p> <p>(3x weekly with TA)</p> <p>RECEPTION</p> <p>BLAST 1 Language</p> <p>Autumn term</p> <p>BLAST 2 Spring/Summer term</p> <p>Intervention group (5x weekly with TA)</p>	<p>Mrs Hill</p> <p>Mrs Udberg</p> <p>Miss Coulson</p>	
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		<p>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). 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 improve the low starting points of some of our children. To	Speech and Language	Baseline assessments in nursery showed children have low starting points.	NURSERY AND RECEPTION Speech & Language	Mrs Coulson Mrs Udberg	

<p>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>EYFS data for 2019-2020 showed the gap between FSM6 and Non FSM6 pupils is -23%</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</p>	<p>(2x weekly with TA)</p> <p>Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their individual learning goals. EHA to identify children in need of speech and language at earliest points in Two Year Old provision.</p>		
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		backgrounds (up to six months' benefit).			
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.	Early Number Support	Baseline assessments in Reception have shown children have low starting points in early number recognition.	RECEPTION X2 weekly small group support and 1:1 with TA in addition to number lesson with teacher. Number recognition and early counting skills.	Mrs Gusbi Mrs Coulson	
To improve pupils' physical growth, skills and health to support them being 'school-ready'.	Physical Development Approaches	EYFS predictions data for 2019-2020 showed the gap between FSM6 and Non FSM6 pupils is -6% Moving and handling is a focus as the percentage of PP children is less than Non PP children. Teaching and Learning Toolkit states that it has moderate impact for very low cost, based on limit evidence.	PRE 3 AND NURSERY RECEPTION Whole year group Write Dance and Dough Disco Physical– Val Sabin progression of skills – multi skills, gymnastics and games Fundamentals Go noodle and yoga exercises – core strength and gross motor skills Weekly cookery and healthy eating session with teacher. Multi skills, climbing logs activities outdoor area and weekly PE lesson with Teacher.	Miss Wilson Mrs Hill Mrs Scott Mrs Suniga Mrs Evans Miss Lee	

			1:1 approaches Occupational Therapy physical development pack of core exercises.- 12 week programme.	Miss Coulson Mrs Udberg	
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