

SHIREMOOR PRIMARY SCHOOL
EYFS PUPIL PREMIUM
2019-20 REVIEW



Summary Information					
School	Shiremoor Primary School				
Financial year	2019-20	Total PP Budget	£ (Information to be released) (This is then supplemented where required by school budget).		
No. of pupils eligible for EYPP	17			Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

Current FSM Data EYFS

2019 Data- School Non- FSM in brackets	Reception School Average for Pupils FSM
% achieving 'Expected' level for 'All Prime Areas'	56% (5) 82%
% achieving at 'Expected' level in all ELGs	56% (5) 80%
% achieving at 'Good Level of Development'	56% (5) 80%

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 2018-2019 between FSM and non- FSM shows -10% gap. Phonics screening trend is above national for FSM and the gap is narrowing. 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	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	NURSERY Nursery teacher has developed clear phase 1 phonics teaching sequence. Nursery staff trained in delivering new Nursery RWI phonics in Spring term by Mrs Penketh. 100% All children in nursery given small group RWI teaching. Introduced to picture frieze and began fred talk oral blending lessons as part of daily provision. PROGRESS <u>Target Tracker</u> At baseline 20/40 50% on track for Reading By Spring 1 21/40 53% were on track at age

		<p>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. Phonics approaches have been consistently found to be effective in supporting younger readers</p>			<p>related expectations(ARE)for Reading Progress of 3% <u>RECEPTION</u> All Reception staff trained with a 2 day intensive from RWI trainer and subsequent coaching from Mrs Penketh in class. <u>INTERVENTION</u> 20/57 35% children received RWI 1:1 support 3 x per week 11/17 65% PP children received RWI 1:1 support 3 X per week</p> <p><u>PROGRESS</u> On entry assessments were low with most PP children knowing no or few sounds. Only 16% knew most sounds. Of the EYPP children who received RWI 1:1 support 36% (4) were predicted to achieve age related expectations (ARE) by the end of the year. Most PP children who received support children who did not achieved age expectations made at</p>
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					<p>least 2 levels progress in RWI levels. 100% received RWI smaller group teaching All children in cohort- 80% on track at age related expectations (ARE) in Spring- increase of 51% from baseline PP- 68% on track in Spring- increase of 48% from baseline</p> <ul style="list-style-type: none"> •AUTUMN 1 PROGRESS OF PP% INCREASED BY 26% 42% ON TRACK •AUTUMN 2 PROGRESS OF PP% INCREASED BY 22% 63% ON TRACK •SPRING 1 PROGRESS OF PP% INCREASED BY 5% 68% ON TRACK •GAP BETWEEN PP AND NON PP LESSENERED FROM 34% TO 19% BY 15% •3 further PP were not expected to pass Reading ELG even though they were on track at Spring 1 •Speech, language and listening skills continue to be barriers to consistent learning.
To improve the skills of our children related to fine motor skills and	EARLY LITERACY APPROACHES HANDWRITING	Data analysis of 2018-2019 cohort has shown low attainment in writing	NURSERY Summer term 2x weekly formation of letters and	Miss Wilson Mrs Hill	<u>NURSERY</u> Formation of letters and name writing is a Spring

<p>formation of letters to ensure they are in line with their peers and national standards from their low starting points.</p>		<p>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.</p>	<p>name writing with teacher/TA)</p> <p>RECEPTION Handwriting (2x weekly with TA) following RWInc formation and then letterjoin, patterns and pre cursive formation.</p>	<p>Miss Haigh Miss Lee Mrs Coulson</p>	<p>term target, which was disrupted due to Covid 19. 100% of children supported in RWI groups or 1:1 with TA</p> <p><u>PROGRESS</u> <u>Basic skills tracker</u> At baseline 12/40 30% could control a pencil correctly. By Spring 1 22/41 54% could control a pencil correctly and were predicted to achieve age-related expectations (ARE) by the end of the year. Progress of 24%</p> <p><u>RECEPTION PROGRESS</u> <u>Basic skills tracker</u> At baseline 14/57 25% could write their first name and hold a pencil correctly. By end of Spring 1 49/55 89% could write their first name and hold a pencil correctly. Progress of 64%</p> <p><u>INTERVENTION</u> 9/57 16% children received intervention support</p>
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					<p>1/17 6% PP child received support</p> <p>5/9 55% children made expected progress.</p> <p>0% PP was predicted to make age related expectation (ARE) by the end of the year but had made 3 steps progress from low starting points.</p>
<p>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.</p>	OVER AND OVER	<p>Baseline assessments in nursery showed children have low starting points in early reading skills and listening.</p> <p>Embedding a rich literacy environment for early readers to be successful in literacy.</p> <p>Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence.</p>	<p>PRE 3 AND NURSERY</p> <p>Focus rhymes and stories of the week with repeated pattern to enable children to join in.</p> <p>Rhymes and stories sent home</p> <p>1:1 reading together with TA</p>	<p>Miss Wilson</p> <p>Mrs Hill</p> <p>Mrs Scott</p>	<p>Over and over texts embedded in Twos and Threes daily provision.</p> <p>By story maker Friday children in Nursery were recreating and retelling the story of the week in a range of situations inside and outside.</p> <p>Rhymes and story packs sent home have had positive parental comments and uploaded evidence on Tapestry of home learning links.</p> <p>This continued in Covid 19 lockdown.</p> <p>Entry to Reception data showed 49% (18/40) of children who had been in our Nursery up to Spring 1 were at expected or above (ARE) for listening and attention to stories.</p> <p>A further 40% (16/40) were working just 2 steps</p>

					below expectations on entry to Reception.
<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>	NELI Nuffield Early Language Intervention	<p>Baseline assessments in reception showed children have low starting points in Speaking.</p> <p>Evidence 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</p>	RECEPTION (3x weekly with trained TA) small group and 1:1	Mrs Gusbi	<p>INTERVENTION 7/56 13% children received Neli 4/17 24% PP children received Neli</p> <p>PROGRESS On baseline CHILD A- 2-2 ½ yrs CHILD B- 3-4yrs CHILD C- 2-2 ½ yrs CHILD D 2-2 ½ yrs CHILD E – 2-2 ½ yrs CHILD F – 2-2 ½ yrs CHILD G- 2-2 ½ yrs</p> <p>By end of Spring 1 5/7 71% of all children were making expected progress within the intervention 3/4 75% PP children were making expected progress within the intervention</p> <p>At the end of Spring 1 the children were continuing to work on building confidence when speaking, matching a story to a picture sequence, speaking in full sentences and learning new age related vocabulary.</p> <p>End of Spring 1 predictions, 1/4 25% PP children given support were expected to achieve GLD and ELG in</p>

		of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).			Language and Communication by the end of the academic year. 75% (3) PP children who were given support were not predicted to pass GLD, or Communication and Language ELG made 5 steps progress from their low starting points. Speech and language continues to be a barrier to learning.
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.	BLAST	Baseline assessments in Nursery show children have low starting points in PSED and SL. EYFS data for 2018-2019 showed the gap between FSM6 and Non FSM6 pupils is -24% Self- confidence and self-awareness is a focus as the percentage of children achieving this ELG has decreased since 2017. Evidence 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,	NURSERY BLAST Language All children in nursery to receive BLAST. (3x weekly with TA)	Mrs Debenham Miss Wilson	PROGRESS 100% of Nursery children received Blast 1 intervention. PROGRESS On entry data low 1-3 out of 10 score. Intervention tracker observations of difficulty listening, sitting, speaking. Target Tracker On baseline 47% were ARE. By Spring 1 63% were expected to be at ARE by the end of the academic year. Progress of 16% made

		<p>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> <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</p>			
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		make around three additional month's progress in early years settings.			
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.	Speech and Language	<p>Baseline assessments in nursery showed children have low starting points. EYFS data for 2018-2019 showed the gap between FSM6 and Non FSM6 pupils is -24%</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</p>	<p>PRE 3, NURSERY AND RECEPTION Speech & Language (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>	Mrs Coulson	<p>Miss Coulson received training with outside agency to support Speech and language. At Spring 1 the intervention tracker showed 3 children were working at expected progress against their differing targets.</p> <p><u>INTERVENTION</u> 3/56 5% received support. 2/17 12% PP children received support.</p> <p><u>PROGRESS</u> 1 NON PP child had met targets and was awaiting a new assessment from speech and language and new targets to work on in school. 2/3 66% were predicted to achieve GLD and attain expected in Communication and Language. Of the PP children, 1/2 50% children were predicted to achieve GLD and attain</p>

		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).			expected in Communication and Language.
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 X3 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	<u>INTERVENTION</u> 6/56 11% of children received support 4/17 24% PP children received support <u>PROGRESS</u> 50% of all the children who received support made good progress from low starting points. ¾ 75% PP children made below expected progress 100% of PP and Non PP were not predicted to achieve GLD or attain Maths ELG but had made 3-5 steps progress from low starting points.
To improve pupils' physical growth, skills and health to support	Physical Development Approaches	EYFS data for 2018-2019 showed the gap between	PRE 3 AND NURSERY Write Dance and Dough Disco	Miss Wilson Mrs Hill Mrs Scott	<u>NURSERY</u> DAILY USE OF OUTDOOR AREAS AND WEEKLY PE

<p>them being 'school-ready'.</p>		<p>FSM6 and Non FSM6 pupils is -24% Moving and handling is a focus as the percentage of children achieving this ELG has decreased since 2017. Teaching and Learning Toolkit states that it has moderate impact for very low cost, based on limited evidence.</p>	<p>All Nursery children to receive write dance intervention weekly. RECEPTION Physical– Val Sabin progression of skills – multi skills, gymnastics and games Go noodle and yoga exercises – core strength and gross motor skills Weekly cookery and healthy eating session with teacher. Multi skills, climbing wall activities outdoor area with TA every day and x2 weekly PE lessons with Teacher.</p>	<p>Miss Haigh Miss Lee</p>	<p>SESSIONS AS WHOLE CLASS APPROACH WAS OBSERVED On entry to Reception in 2020 14/40 35% at or above for physical development. This low percentage is mainly due to fine motor skills not secured not gross motor development. Fundamental scores? <u>RECEPTION INTERVENTION</u> 7/56 12% received monitoring and support 3/17 18% of PP received monitoring and support. Main areas of support required to encourage children to take part and attempt exercises, balance and movement. <u>PROGRESS</u> 1 child referral to OT by teacher. 3/7 43% predicted to achieve GLD and Physical ELG 1/3 33% PP children made expected progress from low starting points but 0% PP were predicted to achieve GLD and attain Physical ELG</p>
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