# Fullbrook Nursery School Early Years Pupil Premium Strategy Sept 2024-July 2025

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| 1. **Summary information** | | | | | |
| **Total number of pupils** | 172 | **Number of pupils eligible for EYPP** | 18 | **Total EYPP Budget** | £4644 |
| **EYPP Co-ordinator** | Mrs Bradley (Phase Lead Teacher) | | **Date for next internal review of this strategy** | | June 2025 |

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| 1. **Current attainment** | | | | | |
| Baseline assessment - age expected level emerging 30-50 months | | | *Pupils eligible for EYPP* | | *Pupils not eligible for EYPP* |
| **% achieving age expected levels on entry in Communication and Language** | | | **0%** | | *10%* |
| **% achieving age expected levels on entry in Physical** | | | **0%** | | 15% |
| **% achieving age expected levels on entry in Personal, Social and Emotional** | | | **0%** | | 10% |
| **% achieving age expected levels on entry in Maths** | | | **0%** | | 10% |
| **% achieving age expected levels on entry in Literacy** | | | **0%** | | 10% |
| **% achieving age expected levels on entry in Understanding the World** | | | **0%** | | 10% |
| 1. **Barriers to future attainment (for pupils eligible for EYPP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills, mathematical knowledge )* | | | | | |
|  | | Communication and language delay- for 13 children who has been identified as being at risk of language delay due to the significant gaps between them and their peers. | | | |
|  | | There are 13 pupil premium children who are working well below ARE in prime areas and are at risk of delay in the specific areas of Literacy, Mathematics. Specifically, in early phonics skills such as rhyming, alliteration and oral blending. | | | |
| **C.** | | 6 children have special educational needs. These development difficulties with social, emotional and behavioural needs which present as barriers to their learning in line with their peers. Support with proprioception to move safely with increasing balance and control is also needed. | | | |
| **D.** | | 5 Children are working just below ARE in early Literacy and maths and are at risk of delay in phonics skills such as rhyming, alliteration and oral blending. | | | |
| **External barriers** *(issues which also require action outside school, such as Parental Engagement, SEN needs, Speech and Language referrals)* | | | | | |
| **E.** | | Parental engagement in terms of attendance and knowledge/skills of how to support their child’s speech development, SEN needs, mathematical language development, literacy skills and questioning skills. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Assessment data (EYFS development matters /WellComm) shows accelerated progress towards attaining age expected levels for communication and language and reduction in risk of delay. | | | To be working at ARE for those working just below ARE. To be working just below ARE for those working well below ARE expectations. | |
|  | At ARE pupils are able to demonstrate their understanding of mathematical language and understanding of more experienced concepts.  At ARE pupils are able to demonstrate at least age expected language and literacy skills.  Progress can be measured using EYFS development matters assessment profile scores when compared to baseline attainment. These achievements are above the majority of non-eligible EYPP pupils and demonstrate accelerated learning from lower baseline scores. | | | To be at ARE in Language, Literacy and Maths if working just below ARE in those areas. | |
|  | To be able to socially interact with their peers and initiate communication. To be able to hold a simple turn taking conversation about a motivating topic. To be able to overcome their barriers to learning by accessing a sensory based curriculum. To be able to move safely with increased balance and control. | | | Small step progress within the EYFS development matters and Wellcom assessments. | |
|  | Parents are able to support their child’s language development through engaging in the Early Talk Boost Programme and Wellcomm activities. Impact measured from observations of parent interaction throughout the project, parental feedback and parental attendance at sharing sessions. Parents to be able to support their child’s early phonics and maths through engagement with home learning tasks and using phonics resources at home to support this. | | | High levels of parent participation with Talk boost/wellcomm programs and with resources sent home to support phonics/maths. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2024-25 £4644** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| To continue to develop Wellcomm as planning tool for targeted intervention. | WellComm Screening and intervention Tool | | WellComm is an evidenced based language intervention tools. Increase teacher’s knowledge of language development and support strategies. Sustained investment. | All key workers to contribute to creating a planning tool and sourcing resources to support delivery, AF/DB to monitor teaching. | AF  DB | 3 Assessment points to measure progress and impact of intervention. |
| To continue to develop early phonics skills through pre-requisites for reading | Resources book for Pre-requisite skills for reading enhanced through development of Phonics Friends resources and RWI scheme when ready.  Use books as hook.  .into phonics based activities | | Schema-Play is a research-based approach to learning which has a specific focus upon the pre-requisite skills needed for reading. RWI is a phonics scheme that builds early listening and phonological awareness that provides children with skills needed for early reading. | DB to share planning tool and resources to support delivery. AF/DB to monitor Teaching | AF  DB | 3 Assessment points to measure progress and impact of intervention. |
| **Total budgeted cost** | | | | | | £344 |
| 1. **Targeted support** | | | | | | |
| **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?** |
| To be able to understand and use language at age expected levels. | Early Talk Boost intervention groups | | ICAN developed Talk Boost programme, evidence based impact shown. Small group intervention to target EYPP children. | Weekly programme planned and delivered, quality monitored by AF/DB. | DB | 4 Assessment points to measure progress and impact of intervention. |
| To demonstrate increased oracy skills through imaginative role play | Birmingham Rep Theatre group storytelling project to retell traditional and familiar tales | | EEF evidence store research shows teaching and modelling language through retelling of stories through play as an effective approach | Weekly sessions planned and delivered with Birmingham Rep together with DB | DB | April 2025 |
| To demonstrate improved ability to move safely with increasing control | Addition of new proprioception equipment | | Research show developing proprioception skills improves childrens ability to move safely and more confidently | In continuous provision daily | AF/DB | June 2025 |
| **Total budgeted cost** | | | | | | £ 3000 |
| 1. **Parental Engagement** | | | | | | |
| **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?** |
| For parents to be able to use Talk Boost resources to support their child’s language development | Talk Boost Parent workshop and weekly take home resources. | | ICAN developed Talk Boost programme, evidence-based impact shown. Small group intervention to target EYPP children. | Online parent videos to support learning. Parent evaluations to help measure implementation and impact. | AF/DB | 2 Assessment points to measure progress and impact of intervention as part of 8 week program. |
| To be able to support their child in using early phonics and maths skills using the strategies and resources sent home. | Phonics friends/maths workshops with support on using phonics/maths resources to take home and keep to continue use. | | Parental involvement to support sustainable progress for children. Focus placed on the skills taught, with ideas for home. | DB to organise and reflect upon literacy experiences provided. | AF  DB | At each of the 3 Assessment points to measure progress and impact of intervention. |
| **Total budgeted cost** | | | | | | **£1300** |

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| 1. **Evaluation of expenditure and impact** | | | | |
| 1. **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) | **Cost** |
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| 1. **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) | **Cost** |
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| 1. **Parental Engagement** | | | | |
| **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) | **Cost** |
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