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| Pupil Premium Strategy Statement Hirst Wood Nursery School | | |
| Academic Year Funding **(2017 – 2018)**  Each child will be allocated 53p per hour.  The funding received will be published on our website on a retrospective termly basis.  The EYPP provides an extra 53 pence per hour for all eligible three and four-year-old children whose parents are in receipt of certain benefits or who were formally in local authority care but who have left care because they were adopted or were subject to a special guardianship or child arrangement order. | Date of most recent PP Review | September 2017 |
| Date for next internal review of this strategy. | January 2018 |

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| Barriers to future attainment | | |
| In-school barriers | | |
|  | | Speech, language and communication difficulties. |
|  | | Self-confidence and self-esteem. |
| External barriers | | |
| C. | | Low attendance rates |
| 1. Desired outcomes | | |
|  | Desired outcomes and how they will be measured | |
|  | Increased progress (ages & stages) in aspects of C & L | |
|  | Relevant strands of the Boxhall profile are addressed as necessary. | |
|  | Discuss with parents & carers any attendance issues. | |

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| Planned expenditure | | | | | |
| Academic year | 2017-18 | | | | |
| 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? |
| Children develop their autonomy, decision-making, self-discipline, involvement, independence and emotional well-being. | Each child will have a key working team who understand their individual needs.   The class team will observe the child continuously and assess them regularly, identifying the next steps for learning and development.  This will be part of the continuous cycle of ‘learning reviews’ that are undertaken for all children on a weekly basis. | Colleagues provide planned learning and teaching opportunities through our wonderful free-flow environment, the use of play, talk, investigation and problem-solving, first-hand experiences, games and group activities. | Monitored by SLT | Head of School | T & L committee meetings on a termly basis |
| 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? |
| Curriculum enhancement through the use of an artist. | To work with a targeted small group of EYPP-eligible children. The impact of this intervention is tracked through the Boxhall Profile. Staff training on Boxhall profile from SPS SENCo | Children develop their autonomy and emotional well-being. | Monitored by SLT | EHT & H of School | T & L committee meetings on a termly basis |
| Curriculum enhancement through the use of the Forest School’s approach. | To work with a targeted small group of EYPP-eligible children. The impact of this intervention is tracked through the Boxhall Profile. Staff training on Boxhall profile from SPS SENCo | Accelerated progress in ages and stages of Communication & Language. | Monitored by SLT | EHT & H of School | T & L committee meetings on a termly basis |
| Estimated cost | | | | | £1400 |

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| 1. **Review of expenditure** | |
| **Previous Academic Year** |  |
| **Early Years Pupil Premium allocation and spending 2016 - 17**  For the academic year of 2016 to 2017 Hirst Wood Nursery School & Children’s Centre received the following payments in respect of Early Years Pupil Premium  Autumn  2016                   10 children                          £1335.60  Spring    2017                   15 children                          £1431.00  Summer 2017                   19 children                          £1812.60                                                Total allocation               £4579.20  We used our allocation to offer an extra morning or afternoon session to each eligible child.  The School subsidised the short fall in funding.   The rationale behind this was that we felt our primary focus was personal, social and emotional development, alongside communication and language.  The impact of this intervention is detailed below:   |  |  |  | | --- | --- | --- | | **3 term children entitled to the EYPP** | | | | **Entry** | **September 2016** | | | **Overall Progress** | **Number** | **%** | | **Outstanding** | **43%** | | | **Good** | **57%** | |      |  |  |  | | --- | --- | --- | | **5 term children entitled to the EYPP** | | | | Entry | **January 2016** | | | Overall Progress | Number | % | | Outstanding | **20%** | | | Good | **80%** | |   Each area of learning showed outstanding progress overall apart from Literacy and Knowledge and Understanding of the World which were classed as good.  Therefore the data will drive our School Improvement Plan for the 2017-18 academic year.    We plan to spend a proportion of our 2017-18 allocation on curriculum enhancement through the refurbishment and reopening of our Wilderness Garden.  We will employ artists to work alongside the children to encourage sociable and cooperative play, language development and further enhance knowledge and understanding of the wider world through our wonderful natural resources.   We will update the website as we continue to reflect, refine and redeploy resources to have maximum impact on children’s learning and development. | |
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