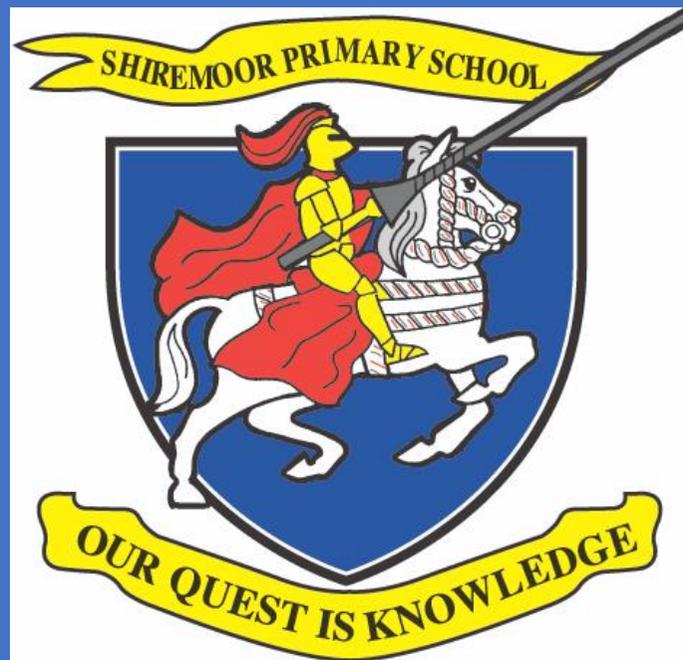


SHIREMOOR PRIMARY SCHOOL
EYFS PUPIL PREMIUM
2017-18



Summary Information					
School	Shiremoor Primary School				
Financial year	2017-18	Total PP Budget	£3402.60. (This is then supplemented where required by school budget).		
No. of pupils eligible for EYPP			12 58% (female) 42% (male) 17% (LAC)	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

2017 Data- (School's Non FSM Data in brackets)	Reception School Average for Pupils FSM
% achieving 'Expected' level for 'All Prime Areas'	67% (72%)
% achieving at 'Expected' level in all ELGs	65% (70%)
% achieving at 'Good Level of Development'	58% (74%)

Barriers to Future Attainment

In-school barriers

SEND

Speech and Language delay on-entry to school is high which affects learning generally in all areas. Currently 12% of children on roll from Y1-Y6 are registered as SEND. With 2% having an EHC against the national average of 1.3%.

School Context of Deprivation

School Context of Deprivation indicator (IDACI) is 0.27 (decile 3) compared to National average of 0.24. We have an IDM of 3 (score: 29.1). 26% (111 pupils) of our children in the 20% most deprived areas nationally. An additional 40% (169 pupils) live in decile 3.

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 and is not yet closing (other than the gap in Year 1 phonics) Although PP children do perform in line with, and above those children nationally.

External Barriers

Attendance

The figures for PA attendance show that generally PP absence is higher than that of non-PP children. Data shows that overall attendance for PP was 4.1% compared to 3.9% for Non-PP (even though we were below National Average of 5.2%)

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 new National Curriculum.

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.	Phonics	<p>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</p>	Small group phonics daily and additional daily teacher reading time. Speech & Language, (2x weekly with TA), small group phonics (daily), blending (daily), additional teacher reading time (daily), number (3x weekly with TA)	Miss Nugent Miss Wilson Miss Blakely Mrs Davies	<p>End of intervention</p> <p>End of the academic year</p> <p>Baseline data should demonstrate progress</p>

		<p>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>			
<p>To improve progress and attainment for PP children in reading, writing and maths to ensure that we give these pupils opportunities to succeed across the curriculum.</p>	BLAST	<p>Baseline assessments in nursery showed children have low starting points. Gap between PP and Non-PP at 'GLD' is -16% and for 'Prime Areas' the gap is -5%. We need to close the gap.</p> <p>Although gap between PP and Non-PP has mainly closed, a gap is still evident.</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</p>	BLAST Language (3x weekly with TA), Speech & Language (2x weekly with TA)	Miss Nugent Miss Wilson Miss Blakely Mrs Davies	<p>End of intervention</p> <p>End of the academic year</p> <p>Baseline data should demonstrate progress</p>

		<p>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><u>Evidence</u> 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>			
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<p>To improve the skills of our children knowledge or understanding related to reading and writing wot ensure they are in line with their peers and national standards from their low starting points.</p>	<p>Early Literacy approaches - Handwriting</p>	<p>Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence.</p>	<p>Handwriting (2x weekly with TA), BLAST Language (3x weekly with TA),</p>	<p>Miss Nugent Miss Wilson Miss Blakely Mrs Davies</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</p>
<p>To support the development of our children mentally in order to help cope with changing learning environments to assist with their academic journey.</p>	<p>Nurture Group (Social and Emotional Learning)</p>	<p>Teaching and Learning Toolkit Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes however, research is limited. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>BLAST Language (3x weekly with TA), physical (1x weekly with TA), nurture time (weekly key worker time).</p> <p>Early Help Assessments carried out as required Child protection issues followed up swiftly and barriers to learning addressed where possible with behaviour and emotional support programmes and social skills groups.</p>	<p>Miss Nugent Miss Wilson Miss Blakely Mrs Davies</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</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 inline with their peers and able to access the curriculum.</p>	<p>Speech and Language</p>	<p>Baseline assessments in nursery showed children have low starting points. EYFS data for 2016-17 showed the gap between FSM6 and Non FSM6 pupils is -16%; larger than 2015-16. Teaching and Learning Toolkit states that S&L has high impact for very low cost, based on extensive research and evidence.</p>	<p>BLAST Language (3x weekly with TA), Speech & Language, (2x weekly with TA), small group phonics (daily), blending (daily), additional teacher reading time (daily), Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their learning goals.</p>	<p>Miss Nugent Miss Wilson Miss Blakely Mrs Davies</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</p>
<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.</p>	<p>Early Number Support</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>X3 weekly small group support with TA in addition to number lesson with teacher .</p>	<p>Miss Nugent Miss Wilson Miss Blakely Mrs Davies</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</p>
<p>To improve pupils' physical growth, skills and health to support them being 'school-ready'.</p>	<p>Physical Development Approaches</p>	<p>Teaching and Learning Toolkit states that it has moderate impact for very low cost, based on limit evidence.</p>	<p>physical (1x weekly with TA) in addition to play0-based activities and x2 weekly PE lessons.</p>	<p>Miss Nugent Miss Wilson Miss Blakely Mrs Davies</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</p>