



# Early Years Pupil Premium Strategy Statement: Curzon Crescent Nursery School

Working Together to Achieve More

1. Summary information					
<b>School</b>	Curzon Crescent Nursery School				
<b>Academic Year</b>	2017/18	<b>Total PP budget (estimated)</b>	£6948.30		
<b>Total number of pupils</b>	76	<b>Number of pupils eligible for PP</b>	23	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment		
<b>Baseline September 2017:</b>	<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>
% entering at Typical Development in Reading	9%	21%
% entering at Typical Development in Writing	9%	32%
% entering at Typical Development in Number	4%	26%
% entering at Typical Development in Moving & Handling	9%	21%
% entering at Typical Development in Understanding	9%	19%
% entering at Typical Development in Speaking	9%	17%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Children eligible for EYPP have lower baseline data than for other pupils in all areas of learning. This will impact on future attainment in all areas.
<b>B.</b>	Parents understanding of the potential impact of their engagement with our nursery on their child's progress and attainment. This will limit potential progress and attainment.
<b>External barriers</b>	
<b>C.</b>	In the latest Index of Multiple Deprivation (IMD) this area was ranked 2,016 out of 32,844 areas in England. This is the within the bottom 6% of the country. This reduces children's life experience and prevents opportunities for reflective learning.
<b>D.</b>	Children's healthy lifestyles are compromised by poverty and inadequate housing and can affect attendance and engagement at nursery. Adverse Childhood Experiences which have their origin in poverty reduce children's life experiences and expectancy, which can result in physical and mental health issues for both children and their families.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Improve oral language skills for children eligible for EYPP.</p> <p>EYPP children identified as high ability have additional challenging experiences to ensure they reach their potential</p>	<p>Pupils eligible for EYPP make rapid progress by the end of the year so that all children eligible for EYPP meet attain typical development.</p> <p>Children eligible for EYPP of higher ability continue to make accelerated progress</p>
<b>B.</b>	<p>Improve parental engagement in their children's learning and development within the EYFS curriculum</p>	<p>Parental attendance at targeted workshops and evaluations show high levels of parental satisfaction and comments include how they will use new information when at home with their children.</p> <p>Parental comments in Home Learning books show deeper insight, pride and understanding of their children's learning and development and their engagement with tasks is increased.</p> <p>Increased parental uptake of resources to support children's learning and development e.g. Learning Sacks, Maths Bags</p>
<b>C.</b>	<p>Improve parental involvement with their children's learning beyond the EYFS curriculum</p>	<p>Parental participation in educational visits and reflections. To expose children to a range of cultural and sensory experiences to enhance their understanding of our community and the world around them.</p>
<b>D.</b>	<p>Improve EYPP children's health and wellbeing via support offered to families and community</p>	<p>Children who are eligible for EYPP are introduced to a variety of healthy snacks and foodstuffs. With the support of parents and practitioners they demonstrate their awareness of a healthy diet and lifestyle, with a particular focus on appreciating differences in cultural diets and nutritious content. Parents invited to join in Healthy Cooking sessions and to prepare healthy snacks alongside children.</p> <p>Recipes printed and shared in Home Learning books.</p>

5. Planned expenditure					
Academic year	2017/18				
i. 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?
A. Improve oral language skills for EYPP children	Observation and monitoring enable early identification for extra support and intervention matched to children's needs	Observation from our home visits, family information and baseline data show that many of our children enter nursery developmentally below expectations in the area of Communication & Language all strands, especially Speaking. Also a very large majority are EAL and at an early stage of learning English, whilst developing greater fluency in their home language. Some of our children are developmentally ready for more complex challenges. We want to invest some of the EYPP in longer term change which will help all children to develop their oral language skills and to ensure that all of our teaching matches children's learning needs and styles.	We will use INSET days to deliver training on Attachment Theory and the Impact of Trauma on the Developing Brain, Understanding Brain Development, Neurodiversity, Mathematical Understanding, Learning Behaviours. Evaluations, observations, Learning Walks and 1:1s to measure impact.	Deputy Head	End of Spring Term 2018  End of Summer Term 2018
A. EYPP children of higher ability make accelerated progress	Greater understanding of child development, attachment, learning styles and neurodiversity to enable staff to match their teaching to individual children	We have noticed that EYPP children of higher ability respond well to challenge, and we want to enable them to continue to make the progress of which they are capable. We want to train a small number of relevant practitioners in practices to provide stretch and encouragement for these children.			

<p>B. Improve parental involvement with their children's learning within and beyond EYFS curriculum</p>	<p>Through home visits, key-person conferences and open door policy, parents will be encouraged to think of themselves in a very positive sense as their child's first educator and made aware of the positive impact of a genuine partnership between home and nursery.</p>	<p>Research from Pen Green Research and Development Centre has demonstrated the positive impact of partnership between home and nursery, and the influence parents can have when deeply involved in their children's learning. Parent workshops both universal and targeted, in response to identified topics requested by parents can encourage belief in themselves as advocates for their children at the start of their child's academic career. Stella Louis's research on schema for parents/practitioners developed from research by Tina Bruce and Cathy Nutbrown. CBBC Twirlywoos based on ideas by Professor Cathy Nutbrown, Head of School, The School of Education, The University of Sheffield. Professor Nutbrown was the educational consultant on CBeebies' new series, Twirlywoos.</p>	<p>We will use evaluations and feedback from workshops/key person conferences/questionnaires/case studies to measure the impact of our practice. We will take notice of comments in Home Learning books We will respond to all entries by parents on EY Log.</p>	<p>Deputy Head</p>	<p>End of Spring Term 2018  End of Summer Term 2018</p>
<p>C. Improve EYPP children's health and wellbeing via support offered to families and community</p>	<p>Through home visits, key person conferences and open door policy and participation in educational visits and outings, parents will be encouraged to think of themselves in a very positive sense as their child's first educator and made aware of the positive impact of a genuine partnership between home and nursery.</p>	<p>Research from Pen Green Research and Development Centre has demonstrated the positive impact of partnership between home and nursery, and the influence parents can have when deeply involved in their children's learning. Parent workshops both universal and targeted, in response to identified topics requested by parents can encourage belief in themselves as advocates for their children at the start of their child's academic career.</p>	<p>We will use evaluations and feedback from workshops/key person conferences/questionnaires/case studies to measure the impact of our practice. We will take notice of comments in Home Learning books. We will respond to all entries by parents on EY Log.</p>	<p>DH Lead Learners</p>	<p>End of Spring Term 2018  Termly</p>

<p>D. Improve EYPP children's health and wellbeing via support offered to families and community</p>	<p>Participation in the Healthy Early Years award (16/17) identified children's dental health as a major concern. Brent Tooth Brushing project to become an established element of the nursery day.</p> <p>To promote healthy eating by introducing children to a wide variety of different foodstuffs through investigation and preparation.</p>	<p>Whittington Health NHS Trust in partnership with Brent Public Health following report by 4Children promoting supervised brushing to reduce incidence of dental caries amongst Early Years children. This resulted in Brent initiative Healthy Smiles September 2017.</p> <p>Redcliffe Nursery's Food Project approach to food exploration and investigation demonstrated the importance of children having the freedom to explore foodstuffs such as fruit and vegetables to which they would not otherwise be introduced.</p>	<p>Registrations with dentists increased. Incidence of extractions decreased. Evaluation and tracking by Healthy Smiles team shared with nursery.</p>	<p>Lead learner/ Healthy Smiles team</p>	<p>July 2018</p>
--	---	---	---	--	------------------

<b>Total budgeted cost</b>					£2000
----------------------------	--	--	--	--	-------

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Improve oral language skills for children eligible for EYPP.</p>	<p>Daily targeted small group work using Early Talk Boost program.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective with other settings. It was developed by ICAN the communication charity who are experts in helping children develop the speech, language and communication skills.</p>	<p>Send key staff on training to become Tutors on the Early Talk Boost Program. Early Talk Boost resources bought. Key staff to deliver the training to staff who will deliver the program. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. The children's progress will be tracked termly.</p>	<p>Deputy and SENDCo  Two Early Years Practitioners to deliver</p>	<p>July 2018</p>
<p>A. Improve oral language skills for children eligible for EYPP.</p>	<p>Involve targeted families in the REAL project – Raising Early Achievement in Literacy</p>	<p>Some of our parents need support and advice on developing methods of working with their children at home to promote the development of literacy especially oral language. The REAL Project is family literacy initiative from Sheffield University which supports the development of parents' and children's literacy.</p>	<p>Continue with the approach piloted last year where further targeted home-visits take place during the Spring and Summer terms. Termly progress tracking of individuals and discussions with parents. Feedback from parents and children Feedback from staff</p>	<p>Class teachers</p>	<p>End of Spring Term 2018 End of Summer Term 2018</p>

A. EYPP children identified as high ability have additional challenging experiences to ensure they reach their potential	Involve children identified as high ability in weekly small group experiences which motivate and challenge: 'Challenge group' and 'Mind-mapping' sessions.	We want to provide extra support to maintain high attainment. Small group interventions with experienced staff that build upon what the children already know have been shown to be effective.	Staff are trained in the delivery of the Mind-mapping sessions. Extra teaching time and preparation time paid for out of EYPP budget.	Class Teachers	July 2018
A. Improve oral language skills for children eligible for EYPP.	Implement a daily small group intervention program called 'Attention Autism' which targets the teaching of attention, communication and social interaction skills	We recognise that many children need support to develop attention and listening skills. The Gina Davies Autism Centre has developed the 'Attention Autism' intervention over several years. Gina Davis is an autism expert and Speech and Language Therapist. Practitioners trained as facilitators.	Developing specialist practitioners for focused intervention work - to plan and carry out 'Attention' groups with targeted children. Termly progress tracking and discussions with parents.	SENDCo/ Deputy	End of Autumn Term 2017 End of Spring Term 2018 End of Summer Term 2018
<b>Total budgeted cost</b>					£3,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Improve EYPP children's health and wellbeing via support offered to families and community	Organise educational visits to expose children to a range of cultural and sensory experiences to enhance their understanding of our community and the world around them. Visits to Natural History Museum, Science Museum, Theatre, Temple, as well as numerous local visits and environmental walks	Educational visits provide memorable, immersive learning experiences that provoke imagination, introduce unknown worlds and subject matter, and offer unique environments for quality time with practitioners and parents. Children are inspired on their return to share their experiences through photos, drawings and talking.	Termly progress tracking and discussions with parents. Book trips well in advance to ensure time slots are available. Observations in Learning Journeys enable parents to share the experience at home. Listening to children recall events. Target and encourage parents to come on visits with their children – evaluations of impact sought form parents	Deputy/Lead Learner	Termly
<b>Total budgeted cost</b>					£1500

**1. Review of expenditure for 2016-2017 – see previous strategy**