



Early Years Pupil Premium Strategy Statement: Curzon Crescent Nursery School

1. Summary information					
School	Curzon Crescent Nursery School				
Academic Year	2018/19	Total PP budget (estimated)	£1812.60		
Total number of pupils	65	Number of pupils eligible for PP (estimated)	6	Date for next review of this strategy	July 2019

2. Attainment	Baseline Sept 2018	End of year attainment	Accelerated Progress (4 steps or more)	
	<i>Pupils eligible for EYPP</i>	<i>Pupils eligible for EYPP</i>	<i>Pupils eligible for EYPP</i>	<i>Whole Cohort</i>
% entering at Typical Development in Communication, Language and Literacy	35%	66%	74%	70%
% entering at Typical Development in Personal, Social and Emotional	28%	72%	83%	73%
% entering at Typical Development in Physical	33%	83%	83%	65%

3. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
In-school barriers	
A.	Children receiving EYPP may have low baseline data or may enter with high achievement levels. Children's progress needs to be regularly monitored supported by aspirational planning
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.
External barriers	
C.	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.
D.	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.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</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 make accelerated progress.</p> <p>Children eligible for EYPP of higher ability continue to make accelerated progress</p>
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>
C.	<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>
D.	<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		2018/19			
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. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.	<p>Observation and monitoring enable early identification for extra support and intervention matched to children's needs. Use One Page Profiles to map needs and interventions/strategies.</p> <p>Greater understanding of child development, attachment, learning styles and neurodiversity to enable staff to match their teaching to individual children</p>	<p>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 some children have EAL and are 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.</p> <p>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>	<p>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. Implementation of One Page Profiles. Evaluations, observations, Learning Walks and 1:1s to measure impact.</p>	Deputy Head	Ongoing/End of Summer Term 2019

<p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</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. Deliver the intervention twice throughout the year 2018-19. The children's progress will be tracked termly.</p>	<p>Deputy and SENDCo Two Early Years Practitioners to deliver</p>	<p>July 2019</p>
<p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</p>	<p>Implement a daily small group intervention program called 'Attention Autism' which targets the teaching of attention, communication and social interaction skills</p>	<p>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.</p>	<p>Developing specialist practitioners for focused intervention work - to plan and carry out 'Attention' groups with targeted children. Termly progress tracking and discussions with parents.</p>	<p>SENDCo/ Deputy</p>	<p>End of Autumn Term 2018 End of Spring Term 2019 End of Summer Term 2019</p>
<p>A. EYPP children identified as high ability have additional challenging experiences to ensure they reach their potential</p>	<p>Involve children identified as high ability in weekly small group experiences which motivate and challenge: 'Mind-mapping' sessions.</p>	<p>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.</p>	<p>Staff are trained in the delivery of the Mind-mapping sessions. Extra teaching time and preparation time paid for out of EYPP budget.</p>	<p>Class Teachers</p>	<p>July 2019</p>

<p>B. Improve parental engagement in their children's learning and development within the 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.</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 and respond. We will respond to all entries by parents on EY Log.</p>	<p>Deputy Head</p>	<p>Ongoing/End of Summer Term 2019</p>
<p>C. Improve parental involvement with their children's learning beyond the EYFS curriculum</p>	<p>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</p>	<p>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.</p>	<p>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 from parents</p>	<p>Deputy/Lead Learner</p>	<p>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. This concern has continued as a concern in Brent throughout 2018-19. 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 the Brent initiative 'Healthy Smiles' September 2018.</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 increase. Evaluation and tracking by Healthy Smiles team shared with nursery.</p>	<p>Lead learner/ Healthy Smiles team</p>	<p>July 2019</p>
<p>Total budgeted cost</p>					<p>In excess of £2000</p>

Review of expenditure and impact of spending for 2018-2019

Desired outcome	Chosen action /approach	Impact:	Lessons learned
<p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</p> <p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</p>	<p>Observation and monitoring enable early identification for extra support and intervention matched to children's needs</p> <p>Greater understanding of child development, attachment, learning styles and neurodiversity to enable staff to match their teaching to individual children</p>	<p>Training on Attachment Theory continued and the Impact of Trauma on the Developing Brain, Understanding Brain Development and Neurodiversity training established and embedded through One Page Profiles.</p> <p>Practitioners were observed by the external advisor and by the Deputy head throughout the year in the form of learning walks and individual observations.</p> <p>5/6 children made at least 3 steps of progress in Speaking. One child with SEND made two steps of progress.</p> <p>Early identification enabled extra support and intervention to be matched to children's need and swift.</p> <p>High quality questioning and discussion was prominent in observations both in adult led experiences and in continuous provision. An example of this was when children were making kites, the key vocabulary was modelled/repeated and children were encouraged through problem-solving questioning to come up with their own solutions as they worked. Also an enriching experience to China Town during Chinese New Year.</p> <p>All children entering within Typical Development made accelerated progress (at least 4 steps of progress)</p>	<p>All staff trained in writing One Page Profiles. This user-friendly document has helped to form clearer and easier to understand targets/next steps/approaches to discuss with parents.</p> <p>Continue to explore brain development and neuro-diversity with all practitioners to enable increased understanding and individualised teaching.</p> <p>Continue to develop attachment awareness among practitioners. Continue to facilitate Attachment Awareness training with the aim of completing the Attachment Awareness School accreditation.</p>

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<p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</p>	<p>Daily targeted small group work using Early Talk Boost program.</p>	<p>One additional staff member was trained in Talk boost this year. The Talk Boost sessions targeted eight children each time and the programme ran twice throughout the year. One of the EYPP children attended the Talk Boost sessions. Scores in the children's tests showed a raise over the nine weeks – Attention and Listening - 43% Language: understanding words/sentences - 52% Speaking – 61% Communication: personal, social and emotional skills – 57%</p>	<p>Continue the Talk Boost sessions twice next year.</p>
<p>A. Ensure individual children's needs are being met/challenged for children eligible for EYPP particularly those with SEND.</p>	<p>Implement a daily small group intervention program called 'Attention Autism' which targets the teaching of attention, communication and social interaction skills</p>	<p>Attention Autism' groups ran to develop children's attention throughout the year. Attendance was reviewed half-termly to ensure those that would benefit the most could attend. Almost all children with additional needs made at least two levels of progress throughout the year.</p>	<p>Continue to deliver Attention groups throughout the year.</p>
<p>A. EYPP children identified as high ability have additional challenging experiences to ensure they reach their potential</p>	<p>Involve children identified as high ability in weekly small group experiences which motivate and challenge: 'Mind-mapping' sessions.</p>	<p>Most children identified as high ability made accelerated progress over the year. Mind-mapping technique inspired and excited the children to think and question. Reflections on learning were rich and inspired other thoughts and questions.</p>	<p>Continue with mind-mapping technique and use alongside Project work.</p>

Desired outcome	Chosen action /approach	Impact:	Lessons learned
<p>B. Improve parental engagement in their children's learning and development within the 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>All parents were involved in home-visits, parent meetings throughout the year and these were uploaded onto EYlog for parents to view. Parent feedback has been very positive with only two parents feeling unsure if they were happy with the about the feedback they had received.</p> <p>Parents who attended the parent workshops gave very positive feedback and comments saying they now feel more confident in supporting their children's learning in a range of themes. Unfortunately the workshops were poorly attended on the whole.</p> <p>Parent comments in Home Learning demonstrate time spent with their children on a shared task. They show conversations that have taken place and understanding of the children's thoughts and ideas were shared in the comments. Where this was not the case parents were given support 1-1 to help them to see the benefits of sharing tasks and spending time learning together.</p> <p>Highlights from Parent survey: Do you feel that they are learning and making good progress? 100% Have your concerns/questions been dealt with effectively? 100% Is your child enjoying their time at Curzon? 100%</p>	<p>Parent's use of EYLOG improved when it was demonstrated to them during Parent Conferences. By sharing the App's effectiveness and its convenience Parents were keen to use it for themselves this also raised confidence in parent's use overall.</p> <p>Parent workshops both universal and targeted, in response to identified topics requested by parents encouraged belief in themselves as advocates for their children's learning.</p> <p>Parental discussions were the most effective when addressing Home Learning if they were 1-1 and focused on specific areas of help, e.g. helping parents to understand that all of the children's mark-making was worthy and did not need to be altered or added to by parents.</p>

Desired outcome	Chosen action /approach	Impact:	Lessons learned
<p>C. Improve parental involvement with their children's learning beyond the EYFS curriculum</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>Children were exposed to a range of cultural and sensory experiences to enhance their understanding of our community and the world around them. Most parents attended trips throughout the year. All of the EYPP children participated in at least one trip. These included trips to China Town during Chinese New Year, Local walks, Natural History Museum, Science Museum, Theatre trips, picnics in the park and library trips. Experiences at the nursery also enhanced the children's experiences: hatching chicks and ducklings, farm animals coming for the day, caterpillars changing into butterflies. A parent workshop was delivered to inform parents of places they can go with their children, including some possibilities that are free – museums, parks, sports centres, etc. Parents that attended found it very useful and learnt a lot from each other too.</p>	<p>Ensure that parents are aware of the wealth of learning that takes place while exploring our community and the wider area.</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. This concern has continued as a concern in Brent throughout 2018-19. 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>All children took part in daily tooth brushing with support from the Whittington Health NHS Trust in partnership with Brent Public Health. The initiative is known as 'Healthy Smiles'.</p> <p>Healthy eating is promoted through shared experiences with practitioners during healthy snacks and lunch times. New foods are introduced to children during food preparation sessions. The nursery took part in family cooking sessions with Kinder Kitchen who led a range of sessions teaching cooking skills to parents alongside their children.</p>	<p>Information gained through the Children's Centre data told us that registrations with dentists have increased. Evaluation and tracking by Healthy Smiles team shared with nursery show increased parental awareness of dental health. Practice is embedded into nursery daily routines.</p> <p>Parents took part in the sessions, first learning how they are suitable for young children to help prepare and how they can be adapted for the whole family. Sessions also uncovered what needs they had and issues they faced at home. Next parents took part in the practical session with the children and parents following a short demo. All participants got to taste what they prepared and they received a printed recipe so they can repeat the recipe at home. Some typical recipes were are: Nuggets, Salads, Healthy drinks, Healthy snacks. Feedback from parents showed that they were using the information learnt in the sessions and were keen to put it into practice at home.</p>