

Lyme Community Primary School

EYFS Pupil Premium Strategy 2022-2023

Inspire- to encourage somebody into greater effort, enthusiasm, or creativity

Challenge- to stimulate somebody by making demands on the intellect

Achiever - to succeed in doing or gaining something, usually with effort

Nurture- to encourage somebody or something to grow, develop, thrive, and be successful



As a Rights Respecting School (UNICEF) –this strategy upholds

Article 3: The best interest of the child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

1. Summary information					
Academic Year	2022-23	EYFS PP budget	£1710	Date of most recent PP Review	Sept 18
Total number of pupils	YN -17 YR - 30	Number of pupils eligible for PP	YN – 2 YR – 3	Date for next internal review of strategy	July 23

2. Current attainment	
<i>2021-2022 RESULTS</i>	<i>Pupils eligible for EYPP Lyme (2021-22)</i>
% of PP pupils achieving the expected standard in comprehension	37.5%
% of PP pupils achieving the expected standard in reading	62.5%
% of PP pupils making the expected standard in writing	37.5%
% of PP pupils making the expected standard in number	50%
% of PP pupils making the expected standard in numerical patterns	50%
% of PP pupils making the expected standard in PSED	87.5%
% of PP pupils making the expected standard in C and L	37.5%
% of PP pupils making the expected standard in Physical Development	75%
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills – the majority of children at Lyme enter school below age expectations and some well below. Communication and language are an issue for pupils eligible for PP which can slow reading and writing progress in subsequent years. Increased time at home due to the COVID-19 pandemic has meant loss of time in a pre-school for some children e.g. private nurseries – there are a number of significant additional needs, including speech and language problems in this Early Years cohort.
B.	Experiences of the wider world are limited for a high number of children.
C.	Poor PSE skills, such as independence and resilience. This has been exacerbated by the COVID-19 pandemic – attachments issues, loss of time in an educational setting for some children.

D.	Special Educational Needs: This cohort as a number of children with significant needs with 3 LAC -see individual spending plan and other children with agency involvement.								
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)									
E.	Attendance: Can be an issue due to the non-statutory requirements for attendance in Nursery and other factors such as illness and family situations.								
F.	Behaviour at home and family relationships-: Within those eligible for pupil premium funding some families report the challenges they face with managing the behaviour of children at home leading to lack of sleep for children, not completing reading and increased negativity at home.								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="185 491 1339 587" style="width: 60%;">4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</th> <th data-bbox="1339 491 2112 587">Success criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="185 587 1339 927"> <p>A.</p> <p>Oral language skills improve. Focussed EYFS support will enable PP pupils to make increased progress and improved attainment reducing the gaps in achievements leading to higher results and improved life chances. Children in the Early Years Foundation Stage will have improved oracy skills which will impact upon their communication, language and literacy development.</p> <p>MEASURED: CLL and phonics data – progress and attainment/ language screening. (Improved end of F.S. outcomes in speaking and reading)</p> </td> <td data-bbox="1339 587 2112 927"> <p>Pupils eligible for EYPP accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.</p> <p>They will be given additional support to ensure that they achieve the expected standard by the end of Reception.</p> </td> </tr> <tr> <td data-bbox="185 927 1339 1190"> <p>B.</p> <p>Develop cultural capital offer for our EY children to develop their experiences and support their language skills.</p> <p>MEASURED: Curriculum passports have now been introduced; CLL and phonics data – progress and attainment/ language screening – from baseline.</p> </td> <td data-bbox="1339 927 2112 1190"> <p>Pupils eligible for EYPP have a broader range of experiences impacting upon narrowing gaps between EYPP and non EYPP on exit.</p> <p>Pupils eligible for EYPP accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.</p> </td> </tr> <tr> <td data-bbox="185 1190 1339 1353"> <p>C.</p> <p>Children in Foundation Stage will have improved PSE skills which will impact on other areas of learning.</p> <p>MEASURED: PSE data – progress and attainment from baseline.</p> </td> <td data-bbox="1339 1190 2112 1353"> <p>Pupils eligible for EYPP will develop their PSE skills in order to diminish any differences between them and non-EYPP children.</p> </td> </tr> </tbody> </table>		4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	<p>A.</p> <p>Oral language skills improve. Focussed EYFS support will enable PP pupils to make increased progress and improved attainment reducing the gaps in achievements leading to higher results and improved life chances. Children in the Early Years Foundation Stage will have improved oracy skills which will impact upon their communication, language and literacy development.</p> <p>MEASURED: CLL and phonics data – progress and attainment/ language screening. (Improved end of F.S. outcomes in speaking and reading)</p>	<p>Pupils eligible for EYPP accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.</p> <p>They will be given additional support to ensure that they achieve the expected standard by the end of Reception.</p>	<p>B.</p> <p>Develop cultural capital offer for our EY children to develop their experiences and support their language skills.</p> <p>MEASURED: Curriculum passports have now been introduced; CLL and phonics data – progress and attainment/ language screening – from baseline.</p>	<p>Pupils eligible for EYPP have a broader range of experiences impacting upon narrowing gaps between EYPP and non EYPP on exit.</p> <p>Pupils eligible for EYPP accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.</p>	<p>C.</p> <p>Children in Foundation Stage will have improved PSE skills which will impact on other areas of learning.</p> <p>MEASURED: PSE data – progress and attainment from baseline.</p>	<p>Pupils eligible for EYPP will develop their PSE skills in order to diminish any differences between them and non-EYPP children.</p>
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D.	Children with PP and SEN will receive the support necessary to meet their needs. MEASURED: Progress and attainment from baseline; individual needs being met on ISP.s	Pupils eligible for EYPP to make at least expected progress in all areas of learning.
E.	Improved attendance MEASURED: Increase in % attendance	A reduction, where possible, in medical appointments being taken out of school hours after communication with parents. Improved attendance and punctuality in FS following communication with parents – informally at Parent meetings and/or through Parent workshops about the importance of attendance in Nursery. Work with families to support needs of parents in getting children in to school.
F.	Support for families to ensure school readiness. MEASURED: Engagement with reading, parent meetings, home learning activities, family learning workshops; decrease in the number of children needing support with toileting, etc. (excluding those with medical needs).	Families with children eligible for the EYPP will have support networks and access to early intervention; supporting parents including referral to the St Helens LA School readiness programme.

5. Planned expenditure

Academic year

2022-23

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.

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?

<p>To improve academic success for targeted groups of EYFS PP pupils. Targeted pupils will catch up quickly and make age related expectations.</p>	<p>Provide additional support through targeted work in the setting.</p> <p>Planned sessions and development of resources.</p>	<p>Data analysis shows that 2 children eligible for EYPP will need extra support to achieve expected standard in Reading and maths at the end of Reception in this area.</p> <p>1 other child will be included in the booster session to ensure he achieves expected and is supported to achieve greater depth in to Year 1</p> <p>To ensure this, they will receive 1 x weekly Phonics booster and extra guided maths sessions. -with a member of staff:</p> <p>They will receive extra reading</p>	<p>Experienced teaching assistant will support this group of children in the setting to develop their phonics and maths skills.</p> <p>Experienced teacher will lead planning.</p>	<p>Karen Barron/Mariana Necula (TA2)</p> <p>Katie Mee (YR teacher)</p>	<p>Half termly review as part of data analysis</p>
<p><i>Maths and Phonics Booster: 1 x weekly/ 2 x weekly, 20 minutes per session –</i> <i>YR teacher: £16.00 per hour x 20 hours = £320</i> <i>Maths and Reading more able group: 1 x weekly/ 2 x weekly, 20 minutes per session -</i> <i>YR teacher: £16.00 per hour x 20 hours = £320</i></p> <p>TOTAL: £640</p>			<p><i>Reading Booster 2 x weekly, 15 minutes per session – ongoing</i> <i>TA2: £9.80 per hour x 10 hours=£90.80</i> <i>Reading more able group, 15 minutes per session – ongoing</i> <i>TA2: £9.80 per hour x10 hours = £90.80</i></p> <p>TOTAL: £181.60</p>		

ii. 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?
<p>To improve academic success for EYPP children in all areas of learning with a focus on Communication and Language and PSE.</p>	<p>Provide Additional Support through small groupings and targeted support.</p> <p>Involvement in specific interventions:</p> <ul style="list-style-type: none"> *Early Talk Boost *St Helens Early Years Hub CPD programme- Including attendance at the Annual Conference *Audits of provision using SSTEWS and ECERs 	<p>Following analysis, 2 children will participate in a 9 -week programme of Early Talk Boost with a fully trained member of staff: 3 x weekly session – 20 minutes per session.</p> <p>Data analysis shows that 2 children eligible for EYPP will need extra support to achieve expected standard in PSE at the end of Reception in this area.</p> <p>Good PSE skills are key to how a child develops other skills, accesses provision in their setting and builds relationships with others; developing independence and resilience.</p>	<p>Experienced teaching assistant with specific training delivers the programme.</p> <p>Use of pupil assessment data to target pupils' needs. Small group size to maximise impact.</p> <p>Experienced teaching assistant will support the group of children in the setting to develop their PSE skills.</p> <p>Dissemination of training and good practice evidenced in staff training, observations and pupil outcomes.</p>	<p>Gill Ashton (TA3)</p> <p>Louise Mc Dermott (YR teacher/ EY Lead)</p> <p>ANO (TA2)</p> <p>Marianna Necula (TA2)</p> <p>Louise Mc Dermott (YN teacher/ EY Lead) and Katie Mee (YR teacher)</p>	<p>Termly assessment data</p> <p>End of the programmes</p> <p>Half termly monitoring of interventions (see Monitoring and Evaluation Timetable)</p>

		Developing staff pedagogy in supporting language enrichment in the early years.	SHREC approach SSTEWS/ECERs audit and review	Jo Roberts (DHT) Louise McDermott (EY Lead) Louise McDermott (EY Lead)	Termly monitoring - including SSTEWS/ ECERs (see Monitoring and Evaluation Timetable) Termly monitoring
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Early Talk Boost: 9- week programme, 3x weekly, 30 minutes per session X 1 GROUP
*TA 3: £10.36 per hour x 22.5 hours = **£233.10***

PSE group 1 x weekly, 15 minutes per session – ongoing
*TA2: £9.80 per hour x 10 hours = **£90.80***

*CPD- St Helens Early Years Hub Training: **£75.00***

TOTAL COST OF CPD: £75.00

TOTAL COST OF INTERVENTION: £323.90

iii. Other approaches					
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 widen life experiences.	To provide experiences in school (at the current time) that enhance the curriculum and that broaden the child's world. To offer visits and visitors (as above)	First hand experiences are beneficial to pupils and aid in their learning. Writing in school is showing an improving trend as a result of this.	Annual plan for classes linked to the curriculum show coverage of experiences.	Louise McDermott (YN teacher/ EY Lead) Jo Roberts (DHT)	Termly review
<p>Total cost for subsidised visits and visitors: £100 (and potential BSC and ASC): £150 Total cost £250</p>					

<p>Increase parental involvement in their child's education at Lyme to maximise learning potential and raise standards.</p>	<p>Parents given access to their child's learning journey online tracking and assessment system 'Evidence Me'/ Parental meetings</p> <p>Parent Workshops for all year groups and in EYFS 'Stay and Play' sessions –</p> <p>Training for parents based on the needs of the child and the family.</p> <p>Lending library – 'Hooked on Books'.</p>	<p>Parental engagement has a large and positive impact on children's learning.</p> <p>Disadvantaged pupils who have made accelerated progress at Lyme have a supportive home environment where they regularly read with their child and support school learning.</p>	<p>Staff send learning journey updates throughout the year. Use the Evidence Me pupil's online learning journey as the basis for the professional chat.</p> <p>Each teacher delivers workshop to parents outlining expectations for year and ways to support learning.</p>	<p>Louise McDermott (YN teacher/EY Lead)</p> <p>Katie Mee (YR teacher)</p>	<p>Termly review</p>
<p><i>Evidence Me – on-going costs subsidised for EYPP: £54.00 (£10.80 per child, per year)</i> <i>Early reading materials and staff time for family learning workshops: £200.00</i> <i>Support from Pastoral Manager (Attendance/ FAM): £77.40</i> TOTAL COST: £331.40</p>					

TOTAL SPEND: £1,851.90
TOTAL OVERSPEND: £141.90