

Lyme Community Primary School

EYFS Pupil Premium Strategy 2023-2024

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	2023-24	EYFS PP budget	£3883	Date of most recent PP Review	Sept 18
Total number of pupils	YN -15 YR - 31	Number of pupils eligible for PP	YN – 7 YR – 4	Date for next internal review of strategy	July 23

2. Current attainment	
<i>2022-2023 RESULTS</i>	<i>Pupils eligible for EYPP Lyme (2022-23)</i>
% of PP pupils achieving the expected standard in comprehension	44.4%
% of PP pupils achieving the expected standard in reading	77.8%
% of PP pupils making the expected standard in writing	55.6%
% of PP pupils making the expected standard in number	55.6%
% of PP pupils making the expected standard in numerical patterns	55.6%
% of PP pupils making the expected standard in PSED	33.3%
% of PP pupils making the expected standard in C and L	44.4%
% of PP pupils making the expected standard in Physical Development	88.9%
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, sch as poor oral language skills</i>)	

A.	Poor oral language skills – the majority of pupils 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 pupils. – 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.	Low on entry Mathematical Development
E.	Special Educational Needs: This cohort has a number of pupils with significant needs with 3 pupils requiring one to one support and other pupils with agency involvement.
F.	Sensory processing difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance: Can be an issue due to the non-statutory requirements for attendance in Nursery and other factors such as illness and family situations.
H.	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 pupils at home leading to lack of sleep for children, not completing reading and increased negativity at home.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	<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. Pupils 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>
Success criteria	
<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 pupils 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>Pupils 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>
<p>D.</p>	<p>Pupils eligible for EYPP will have improved mathematical skills.</p> <p>MEASURED: Mathematical data-progress and attainment from baseline</p>	<p>Pupils eligible for EYPP in nursery and reception will make rapid progress by the end of the year. The majority will be ‘on track’</p>
<p>E.</p>	<p>Pupils with EYPP and SEN will receive the support necessary to meet their needs.</p> <p>MEASURED: Progress and attainment from baseline; individual needs being met on ISP.s</p>	<p>Pupils eligible for EYPP to make at least expected progress in all areas of learning.</p>
<p>F.</p>	<p>Pupils accessing a range of experiences which meet individual sensory processing needs.</p> <p>MEASURED: Progress and attainment from baseline; individual needs, being met on ISP.s</p>	<p>Pupils accessing a range of experiences which meet individual sensory processing needs. By the end of the academic year 2023/24 our data will demonstrate that pupil’s sensory needs are being met and levels of well-being and task engagement have improved.</p>
<p>G.</p>	<p>Improved attendance</p> <p>MEASURED: Increase in % attendance</p>	<p>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 pupils in to school.</p>

H.	<p>Support for families to ensure school readiness.</p> <p>MEASURED: Engagement with reading, parent meetings, home learning activities, family learning workshops; decrease in the number of pupils needing support with toileting, etc. (excluding those with medical needs).</p>	<p>Families with pupils 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.</p>
-----------	---	--

5. Planned expenditure

Academic year	2023-24
----------------------	----------------

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>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>Small group and 1:1 interventions to provide support to improve phonics and reading.</p>	<p>Research shows that pupils who receive phonics intervention and small group support adds 4 months development to pupils' progress</p> <p>Data analysis shows that 3 pupils eligible for EYPP will need extra support to achieve expected standard in Reading and at the end of Reception.</p> <p>To ensure this, they will receive 3 x weekly Phonics booster and reading</p>	<p>Experienced teacher and teaching assistant will support this group of pupils to develop their phonics and reading.</p> <p>Qualified teacher will lead planning.</p>	<p>Louise McDermott Chelsea Walker/Mariana Necula (TA2)</p> <p>Katie Mee (YR teacher)</p>	<p>Half termly review as part of data analysis</p>

		and with a member of staff:			
<i>Phonics Booster: 60 sessions x 10 minutes per session –</i> <i>TA2 £10.10 x 10=£101.00</i> <i>UPS3 £33.70 x 10 =£337.00</i> TOTAL: £438		<i>Reading Booster 2 x weekly, 15 minutes per session – ongoing</i> <i>TA2: £10.10 per hour x 10 hours=£101.00</i> <i>UPS3 £33.70 x 10 =£337.00</i> TOTAL: £438 TOTAL COST: £876			

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?
Improve academic success for EYPP pupils in all areas of learning with a focus on Communication and Language and PSE.	Provide Additional Support through small groupings and targeted support. Involvement in specific interventions: *Early Talk Boost	<p>Early Talk Boost is a targeted intervention aimed at 3–4-year-old pupils who need help with talking and understanding words, helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate pupils progress in language and communication by an average of 6 months, after a nine-week intervention.</p> <p>Following analysis, 5 pupils 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>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>	Gill Ashton (TA3)	<p>End of the programmes</p> <p>Half termly assessment data</p>

	<p>Wellcomm Speech and Language.</p> <p>PSE Group</p> <p>*St Helens Early Years Hub CPD programme- Including attendance at the Annual Conference</p>	<p>Delayed language skills lead to under-performance later in life. WellComm helps to identify pre-school and primary school pupils who are experiencing barriers to speech and language development so that we can support them early in their education journey.</p> <p>Following analysis, 7 pupils will participate in Wellcomm Intervention sessions:</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>Following analysis, 11 pupils will participate in PSE interventions:</p> <p>Developing staff pedagogy in supporting language enrichment in the early years.</p>	<p>Experienced teacher and teaching assistant with specific training delivers the programme.</p> <p>Regular assessment and analysis of data to ensure pupils are making progress. Experienced teaching assistant will support the group of pupils 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>SHREC approach</p>	<p>Louise Mc Dermott (YN teacher/ EY Lead)</p> <p>Chelsea Walker (TA2)</p> <p>Louise Mc Dermott (YN teacher/ EY Lead) and Katie Mee (YR teacher)</p> <p>All staff</p> <p>Louise McDermott (EY Lead)</p>	<p>Half termly monitoring of interventions (see Monitoring and Evaluation Timetable)</p> <p>Termly monitoring - including SSTEWS/ ECERs (see Monitoring and Evaluation Timetable)</p>
--	--	--	--	---	---

	*Audits of provision using SSTEWS and ECERS		SSTEWS/ECERS audit and review	Jo Roberts (HT) Louise McDermott (EY Lead)	
Improve all aspects of Mathematical Development for children eligible for EYPP	Small group and 1:1 interventions to provide support to improve mathematical development skills	<p>Research suggests that high quality targeted support can provide effective extra support for children.</p> <p>Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of pupils mathematical development and of effective mathematical pedagogy</p> <p>Maths resources will be purchased to enhance provision and opportunities provided to the children with their learning environment. EEF guidance has been used as a reference when considering these maths interventions</p>	<p>Members of staff with specific training to deliver the intervention</p> <p>Ensure members of staff has adequate time to deliver the programmes and to collect evidence of progress made.</p> <p>£100 to purchase any additional maths resources needed</p> <p>£200 maths CPD</p>	Louise McDermott (EY Lead)	Half termly monitoring of interventions

<p>Improve and increase play and learning experiences available to pupils with SEND eligible for EYPP as appropriate</p>	<p>Staff trained delivering intensive interaction intensive interaction</p> <p>Staff SEN training -strategies to support pupils with SEND</p> <p>1:1 support provided for 1 pupil with specific needs</p>	<p>The use of Intensive Interaction with people with learning disabilities including ASD has been positively evaluated and is supported by MENCAP.</p> <p>The pupil needs 1:1 support in order to access the provision</p>	<p>Targets will be in place for specific children.</p> <p>Pupils' progress will be monitored and attainment levels reviewed termly.</p> <p>Pupil progress will be monitored and attainment levels reviewed termly.</p>	<p>Louise McDermott (EY Lead) Katie Mee (YR teacher)</p> <p>SENDCo</p>	<p>Ongoing half termly assessment data</p>
<p>Improve and increase sensory experiences available to pupils eligible for EYPP as appropriate.</p>	<p>To follow Sensory Seedlings Programme.</p>	<p>Sensory play allows pupils to engage with their environment, develop social skills, language and learn. For pupils with special educational needs where a child's ability to learn in the same way as their peers is affected, sensory play can be highly beneficial.</p> <p>As pupils learn to use their senses more and more, the better they become at exploring the world via those senses. For instance, if a child with SEN is more open to tactile learning, then teaching with this in mind will be beneficial to their individual development</p>	<p>£100 to purchase any additional sensory resources needed</p> <p>Pupils' responses and progress will be monitored and attainment levels reviewed half termly.</p>		

Early Talk Boost: 9- week programme, 3x weekly, 30 minutes per session X 1 GROUP
TA 3: £11.20 per hour x 22.5 hours = £252

Wellcomm -3 x weekly session, 10 minutes per session x 20 weeks
TA2- £10.10 per hour x 10= £101
UPS3- £33.70 per hour x 10= £337

Maths Booster 2 x weekly 15 minutes per session-
TA2 £10.10 per hour x 10 hours = £101
UPS3 -£33.70 per hour x 10 = £337

PSE group 1 x weekly, 15 minutes per session – ongoing
TA2: £10.10 per hour x 10 hours = £101

Sensory Diet -10 minutes daily session for 8 weeks
TA2: £10.10 per hour x 6 hours 40 minutes = £64.64

1:1 support= £353

TOTAL COST OF INTERVENTION: £1646.64

CPD- St Helens Early Years Hub Training: £99.00

Maths Training: £200

SEND training -Intensive interaction- 1 hour staff meeting with all staff: £100
Lansbury Bridge Outreach training-1.5 hours staff meeting with all staff: £200

SSTEWs/ECERS Audits Time: £100

TOTAL COST OF CPD: £699

Maths resources: £100

Sensory Resources: £100

TOTAL COST OF RESOURCES: £200

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?
Widen life experiences.	To provide experiences in school that enhance the curriculum and that broaden the child's world. To offer visits and visitors (as above)	Firsthand 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 (HT)	Termly review
Parents access extended provision (Additional session, breakfast, lunch, or after-school club).	To offer the parents of EYPP pupils the opportunity to participate in extended provision. .	Research shows that participation in enhancement activities and extended schools accelerated progress by two months	EYPP parents will be offered the opportunity to take up an extended provision.	Libby O'Brien	Termly
<p><i>Total cost for subsidised visits and visitors: £200 (and potential BC, Lunch and ASC): £ 200</i></p> <p>Total cost £400</p>					

<p>Increase parental involvement in their child's education at Lyme to maximise learning potential and raise standards.</p>	<p>Parents informed of their child's learning journey regularly throughout the year. Insight tracking and assessment system 'Insight' shared at 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</p>	<p>Evidence shows that Parental engagement has a large and positive impact on pupils 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. Staff send home a weekly newsletter</p> <p>Use the online Insight Tracking 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>Early reading materials and staff time for family learning workshops: £200.00</i> <i>Support from Pastoral Manager (Attendance/ FAM): £80.00</i> TOTAL COST: £280.00</p>					
<p>TOTAL SPEND: £4101.64 TOTAL OVERSPEND: £218.64</p>					